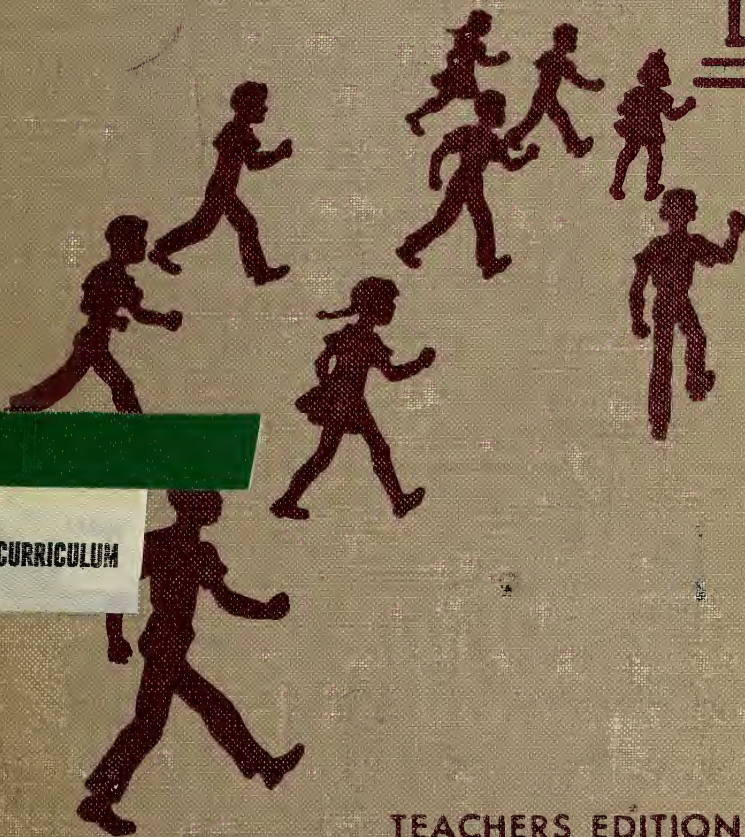


ARCHIVES

Someday Soon

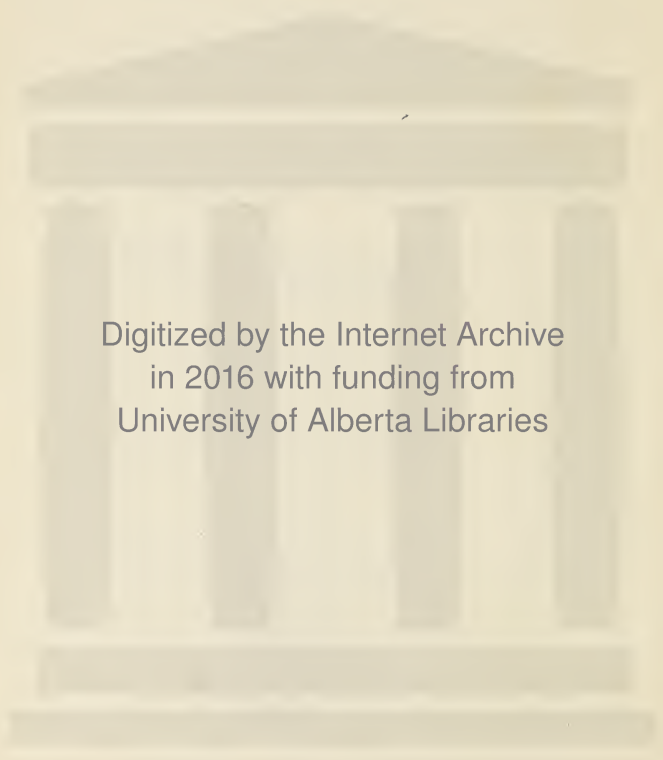


CURRICULUM

TEACHERS EDITION

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS





Digitized by the Internet Archive
in 2016 with funding from
University of Alberta Libraries

EDUC.
PE
1121
H24
Bk. C
Teacher ed.

Guidebook

FOR SOCIAL STUDIES BOOK C

Someday Soon

By PAUL R. HANNA

and GENEVIEVE ANDERSON HOYT

SOCIAL STUDIES PROGRAM

CURRICULUM FOUNDATION SERIES

REG. U.S. PAT. OFF.

SCOTT, FORESMAN AND COMPANY

Chicago Atlanta Dallas New York

LIBRARY OF THE UNIVERSITY
OF ALBERTA

Copyright, 1948, by Scott, Foresman and Company

Printed in the United States of America

CONTENTS

INTRODUCTION	5
LESSON PLANS	9
General Suggestions	9
UNIT ONE—No More School	11
Someday Soon	13
The Shoe Store	14
UNIT TWO—Firemen Are Needed	17
Workers Who Protect Us	17
Fix It, Mr. Wells	17
A Watch in the Night	18
The Fire	18
Tom Takes a Turn; Joe, the Cook	19
More about Fires	19
A Fire on a Farm	20
Police Protect Us, Too; Johnny and the Police	21
Other Workers Who Protect Us	21
Bibliography	22
UNIT THREE—Food for Everyone	24
Workers Who Produce Our Food	25
Bigger and Better	25
So Much and No More	26
Mr. Brown's Work	26
Every Ten Minutes	27
An Oven as Big as a House	28
Bakery to Store to Home	28
Another Kind of Bakery	29
Another Kind of Food	29
Cherries to Can	29
Cooking in Cans	29
Bibliography	31
UNIT FOUR—Going Places	33
Workers Who Help Us Travel	34

Trains	34
Signals	35
On Time	35
A Long Trip; More about Trains	36
New Friends	36
There at Last	36
Going Home; All over the Plane; In the Air	37
By Bus and by Taxi	37
Bibliography	38
UNIT FIVE—From One to Another	41
Workers Who Send Our Messages	41
I Dare You	42
Knowing How	42
Central	42
Your Newspaper	43
A Radio Station	43
A Letter to Ring	44
Off to Greenfield	44
The Picture Comes	44
The Mailman Goes Home	45
Bibliography	46
UNIT SIX—Fun for Everyone	48
Workers Who Help Us Play	48
Rich as the Pringles	48
What Is a Tax?; More about Taxes	49
Fun at the Library	50
Books for Everyone	50
Fun at the Playground	51
Making a Neighborhood	51
Bibliography	52
UNIT SEVEN—Not Too Soon	54
Workers Who Are Learning	54
Back to School	54

INTRODUCTION

A fundamental aim of that school subject called the social studies is to assist children to understand and to participate effectively in group associations. The achievement of this aim is highly important, since our lives are mostly spent working and playing with people in groups. And the quality of living is to a marked degree dependent upon the types of adjustments we make to other people in these groups. Getting along with others is, like any behavior above the level of the reflex, a pattern of acting that has to be learned or acquired. The teacher of the social studies should constantly keep in mind this objective of helping pupils grow toward maturity in their associations with other people.

During a lifetime each individual holds membership in many groups. Primarily, the child belongs to a family, and his care during childhood and adolescence is largely dependent upon a family group. The child also finds himself a member of a school group, a neighborhood gang, a church club, etc. When he reaches maturity, many of the groupings of childhood and early youth disappear, and new associations are formed: work groups, political organizations, social or recreational groups, etc. Eventually, marriage and the establishment of a home bring still greater challenges for living successfully with others. Indeed, throughout life each of us associates with numerous groups, and much of the basic stuff of everyday living as well as our satisfactions comes from and through these contacts with others. Thus it can be demonstrated over and over that no lesson is of greater importance to our livelihood and our happiness than learning to live effectively in groups.

Someday Soon is a revision of *Susan's Neighbors*, the third in a series of social studies texts. Its content portrays the interrelatedness of the lives of people living in an urban community. It shows how, through the coöperative efforts of all types of workers, a community is able to provide greater opportunities of various kinds for persons of all ages than an individual could provide for himself alone. Through the eyes of seven- or eight-year-old children the reader is helped to understand how the neighbor next door, the man down the street, and the woman who lives around the corner are useful members of a community and how their activities make life the better for him.

Someday Soon and this guidebook which supplements it provide information and suggest activities which will help teachers and children investigate their own communities and increase their understanding of the contributions of the many people who, through coöperative effort, are making those communities better places in which to live.

This book will not have served its purpose if the teacher uses it primarily as a reader; that is, for the improvement of reading facility. The major objective will not have been reached until children emerge from the study outlined in this guidebook with a sincere appreciation of the contributions to community living made by many individual workers and by many groups of workers and with a beginning made in the establishment of patterns of behavior which will enable these children to become more useful members of their own communities.

Someday Soon has a definite pattern which relates it to the series of social studies textbooks of which it is the third volume. The selection of content is determined by the same set of basic human activities which operate throughout this textbook series. All societies of men, regardless of when or where they lived, have carried on certain processes or activities in common. These processes tend to cluster or group themselves around ten phases: (1) protecting and conserving human and nonhuman resources; (2) producing goods and services; (3) distributing goods and services; (4) consuming goods and services; (5) transporting goods and services; (6) communicating ideas and feelings; (7) expressing and satisfying aesthetic and religious impulses; (8) organizing and governing; (9) providing recreation; and (10) providing education.

As the teacher becomes familiar with the stories in *Someday Soon*, she will note that the authors have used the list of basic human activities as a check list to insure the inclusion of the important functions carried on in community groups. Protecting and conserving human and nonhuman resources, producing goods and services, distributing goods and services, consuming goods and services, transporting goods and people, communicating ideas and feelings, and providing recreation have been given particular emphasis.

From another point of view, *Someday Soon* will be seen as a part of a series. This book is concerned with a study of the workers in an urban community as their work contributes to the everyday living of children in a neighborhood group. It follows *Hello, David*, which treats of rural and city schools and rural and city neighborhoods, and which in turn is built upon the foundation laid by *Peter's Family*, the first book in the series, which is a study of family life. *New Centerville*, which follows *Someday Soon* and is the fourth book in the series, develops problems of neighborhood associations in rural communities and the interrelation of city and country life. Thus there is a natural progres-

sion from the family, to the school, to the neighborhood, and to the expanding community, through which pupils are guided as they learn to understand and to participate effectively in progressively larger groups of people.

Someday Soon is organized into five major units, with an additional brief unit at the beginning which introduces the book and a similar brief unit at the close which summarizes some of the understandings previously developed. The first unit, "No More School," is designed to link *Someday Soon* with the preceding book, *Hello, David*.

The second unit, "Firemen Are Needed," develops a beginning understanding of the many workers who share in protecting the persons living in a community and their property.

The third unit, "Food for Everyone," is designed to help children understand how the production of enough food for a closely settled neighborhood demands complex machinery and skilled workers to run that machinery.

The fourth unit, "Going Places," shows the child how the constant movement of people and goods from one place to another in this big country demands many types of transportation, each with its own type of skilled worker.

The fifth unit, "From One to Another," acquaints the child with the many workers involved in the sending of messages.

The sixth unit, "Fun for Everyone," stresses the concept that it is important for the members of a community to share in planning and providing recreational opportunities for all.

The final unit, "Not Too Soon," helps to summarize some of the ideas gained from the book, recognizes the need for all kinds of workers, and points out the function of the school in providing the necessary background for all kinds of work.

The authors realize that other units could have been developed around additional themes related to the community and its workers. It is believed that from *Someday Soon* and from the suggestions in this guidebook, teachers will find suggestions which will encourage pupils to make a study of their own communities.

Again the authors stress the major objective of this third book in the social studies series—to help children grow in their understanding of how the people in a community work together to improve life in that community and to provide many opportunities for children to grow in their ability to live effectively with both the children and adults with whom they come in contact.

The children's experiences with *Someday Soon* should not be limited to a mere reading of the stories and study of the pictures. To attain the desired understandings, teacher and children should investigate activities in their communities similar to those discussed in the text. The reading of the stories

can then be supplemented by much discussion which will lead to a realistic understanding of the community in which the child lives. A clear understanding of the significant facts and relationships discussed is far more important than the amount of material read each day.

The foregoing implies that the teacher should be well acquainted with the community and its resources. Before planning a class journey, for example, the teacher should contact the place to be visited and make the necessary arrangements with the proper persons. The class journey will always be more successful if the teacher has personally familiarized herself with the place which the children are to visit and has discussed with the guide the particular experiences which she believes to be of greatest value to the children. On such a preliminary visit the teacher should explain why the children are making the trip and the values which such out-of-school experiences have.

The interest and coöperation of parents should be enlisted throughout this study of the community and its workers. Children should be helped to see that members of their own families and of the families of their friends are working coöperatively to supply community needs. This can best be accomplished as the children have questions answered by Jane's mother, who is a public health nurse; as they walk for a few blocks on his route with Billy's father, who is a postman; as they talk with Joe's brother, who is a paper boy; as they study the pictures which Jack's sister, an airplane stewardess, brings to school for their bulletin board; or as Mary's father acts as their guide on a trip through the dairy where he works. In addition to such contacts the parents of all children should understand what the school is attempting to achieve through its social studies program so that the understandings, attitudes, and habits stimulated at school may be strengthened at home.

LESSON PLANS

General Suggestions

This study of the community and its workers should begin with an overview by the children of their own community to determine which workers contribute to their particular needs, in what work members of their own families engage, and what kind of work the children themselves think they would like to do when they grow up.

This guidebook suggests specific procedures for approaching each unit, and in each instance this approach is initiated by the experiences of the children. Definite suggestions are then given for using the text, *Someday Soon*, in the development of the unit. These suggestions are intended to point up the basic understandings to be derived from the text and to provide experiences which will deepen the children's understandings of the workers in their own communities.

At the close of each unit suggestions are given for summarizing the activities that have been engaged in and the understandings which have been developed so that these learnings will become better organized and the resulting attitudes strengthened.

Every activity suggested has been used successfully by teachers in their work with primary children. Where examples are given of questions asked or stories written by children, they are the actual words of real children who have pursued such studies as those outlined.

At the close of each unit a listing of books, free materials, and visual materials will be found.

Since *Someday Soon* is primarily a social studies textbook, vocabulary should not be overemphasized. The vocabulary list on pages 242-244 of *Someday Soon* will aid the teacher in noting the new words which should be introduced. The vocabulary burden is small, especially if the Basic Readers through *Friends and Neighbors* (2¹) have been read. If the teacher has been using this Basic Second Reader, she may introduce the new words according to the method outlined in the *Teacher's Guidebook for Friends and Neighbors*. Otherwise, she should observe carefully the method developed in the first lesson of this guidebook.

During the reading of the material in *Someday Soon*, the amount of guidance necessary will depend upon the reading ability of the group. The teacher is urged to adapt the suggestions in this guidebook to the situation as she finds it in her classroom.

The activities and discussions that precede and accompany the reading of each story are highly important, since the development of desirable social attitudes, appreciations, and understandings should be the major purpose for reading *Someday Soon*. In all discussions an attempt should be made to strengthen each child's understanding of the way in which the coöperative efforts of all kinds of workers contribute to the welfare of a community, of the interdependence of all of the members of a community, and finally of the child's own place in the community and the responsibility entailed. Every effort should be made to provide for children rich and meaningful experiences which will contribute to these understandings.

The lesson plan on pages 11 to 16 gives detailed suggestions for the preliminary activities and discussion, for the guided reading of the first unit, and for follow-up activities. Condensed plans for the remaining stories follow. These plans point out the most important concepts to be gained but do not give detailed suggestions for guiding the reading. They do suggest activities which will contribute to the development of the desired understandings.

UNIT ONE

No More School

Preliminary Activity and Discussion

This brief first unit links *Someday Soon* with the preceding book, *Hello, David*. In contrast to David, who has always been familiar with the farm work by which his farm home and farm community are supported, Tom, the city child, just begins to sense the varied types of work required to support a community. There is the realization that someday soon David and Tom will become parts of their respective working communities, filling the demand for workers, each to his own choice. This unit sets the stage for the remainder of the book, for school is out and with a long vacation ahead the children are free to explore the community.

From this unit children should come to realize that there are many kinds of workers in their own community and that these workers make important contributions to the welfare of everyone in the community including the children themselves. The children should also begin to feel that someday soon they will become workers in their community.

Three alternatives are suggested for approaching this study of the community and its workers. The teacher may want to follow one of these suggested approaches exactly as it is outlined, or she may want to select parts from each approach suggested here and so work out one of her own. As in the case of all suggestions given in this guidebook, teachers are urged to adapt the ideas to their own situations.

Alternative 1 . . . As the first suggested way of approaching this study the class might make a large pictorial map of the school neighborhood on which each child would draw a picture of his own home. The teacher would need to assume the responsibility of laying out the map so that it would be sufficiently accurate.

One teacher in carrying on such an activity took the children for a walk each day during the first ten days of school, actually visiting the home of each child in the group. If such trips are made, the pictorial map takes on added meaning for each child, and the teacher has made a contact with the home of each child in her group.

Out of the making of the map and the visits to the homes a discussion can develop concerning the work away from home which the various fathers and mothers do and where and how they go to work. Each child could then paint or draw a picture showing the kind of work his father or mother does away from home, and these pictures could be mounted on the bulletin board or made into a large book with appropriate captions.

In the case of rural children the discussion and pictures may center around the work their fathers and mothers do to earn a living. From this the teacher can start a lively discussion by saying, "Someday soon you will be grown up and at work as your fathers and mothers are now. What do you plan to do to earn a living when you grow up?"

On the following day the teacher may introduce the text by saying, "Yesterday we talked about what you are going to do to earn a living when you grow up. Here is a new book called *Someday Soon*. What do you suppose it is about? Why do you think it is called *Someday Soon*?" After a discussion, the teacher can give each child a book, which he will examine to see how right the guesses have been.

Alternative 2 . . . The second approach leads directly into a study of the different types of work done by parents. The teacher may initiate such a study by asking, "How many of you have helped your father or mother work?" If some child indicates that he has had this experience, ask, "What did you do to help? Where does your father work?" Follow this with the comment, "Perhaps some of you have gone to the place where your father or mother works even though you didn't help. Who did that?"

After some discussion say, "Let's make a list of all the different kinds of work your fathers and mothers do." Make this list on the blackboard.

The next day say, "Yesterday we were talking about the work your parents do in this community. Someday soon you will be men and women and will be doing the work in this community. What work do you want to do when you grow up?" An interesting discussion should develop which will help the teacher know more about her pupils as individuals.

On the following day say, "Yesterday we talked about what you want to be when you grow up. This new book is called *Someday Soon*. It tells about some boys and girls who were thinking about what they wanted to be when they grew up. Why do you suppose it is called *Someday Soon*?" After discussing this question pass the books to the children, saying, "After you read this book, you may change your minds about what you want to be when you grow up."

Alternative 3 . . . The third approach begins with the book itself. Pass the books to the children and say, "Here is a book that you will like because it tells about some people who are friends and helpers of ours. Look through the book and find pictures of people who help us." Lead the children to name these community workers and list them on the blackboard—policeman, fireman, postman, etc. Discuss very briefly how each of these workers helps us. Then say, "Does anyone have a parent who does any one of these things?" Indicate beside the name of the worker the person who does the particular

kind of work; e.g., "Librarian, John's mother." Then say, "Whose father or mother does some kind of work that isn't listed?" Write the occupations indicated on the blackboard.

The above procedure will probably take two or three discussion periods. The information recorded in these discussions should be transferred to a chart so that it can be referred to from time to time.

The next day say, "Yesterday we were talking about the work your fathers and mothers do. What do you want to be when you grow up? Why?" Close the discussion with the comment, "It really won't be long until you will be doing some of these things. It doesn't take long to grow up. Someday soon maybe Jean will be an airplane stewardess and Tom a policeman and Sarah a beauty operator. This book, *Someday Soon*, will tell you a lot about the work of the people that you want to be." Distribute the books and examine the pictures with the children.

Whichever approach has been made to the study of the community and its workers, the book, *Someday Soon*, will have been examined by the children, the title will have been discussed, and its meaning will have been associated with their own lives. In beginning the reading of Unit One, the books should be distributed and the children asked to turn to page 5. The teacher might ask, "What do you think the children in the picture are doing? What makes you know that they are coming away from school? This first section of the book is called 'No More School.' What do you suppose that means?"

Informally she should then introduce the new words by writing on the blackboard those italicized in the conversation suggested here. "You were right, Sam. The unit is called 'No *More* School' because school is out for the *summer vacation*. The dog in the picture *didn't* know that, however. Why not? Do you suppose the children were glad that school was out? That's right. They thought they *would* have all *kinds* of fun. Right then I expect they thought vacation was better *than* going to school. In this first story the children begin thinking about the *workers* that we have been talking *about*. They talk about *their* fathers and mothers just as we have been talking about ours. This first story is a good one because it has two surprises in it. You are going to meet some boys and a girl and a dog that you have known in some other books. And you are going to find out what these boys wanted to be when they grew up. Let's find those surprises and then let's see whether we think a community will need the workers that these boys wanted to be."

Someday Soon (Pages 6-11)

Pages 6-7 . . . "Read these two pages and see whom this book is about that you have known before." After the children have read silently and discovered

Tom, Susan, and Jip, call attention to the pictures. Then ask individual children to read the parts that they think tell how the children in the pictures feel.

Pages 8-9 . . . "Read these two pages to see if they tell about someone else you know. See if you can find out what one of the boys wanted to be." After the children have recognized David and discussed his wish to be a farmer, have two boys impersonate Tom and David and read their conversation orally. Then ask, "What do you suppose Tom wants to be when he grows up?" Discuss this with the children.

Pages 10-11 . . . Study the picture on page 10 and discuss what Tom may be thinking about. Say, "Read these two pages and find out what Tom wants to be when he grows up."

Although the word *fireman* is new, it should not be presented to the children prior to the reading because such a presentation would detract from the surprise element in the story. The majority of the children will be able to work out this word for themselves, and others can be helped individually.

After the children have read the two pages silently and have discovered and discussed the fact that Tom wants to be a fireman, ask, "What was Tom thinking about as he stood under that tree with Jip?"

Bring out the ideas that someday soon Tom, David, and their friends will all be workers and that David is going to follow the same occupation as his father. Then ask, "How many of you want to do the same kind of work that your fathers or mothers are doing? Why? Why not? How did Tom feel about doing the same kind of work as his father?"

Because page 11 summarizes the major ideas brought out in this story, say, "Let's have four of you pretend that you are the White family and read page 11 as if it were a play." Choose children to represent Mr. White, Mrs. White, Tom, and Susan.

The Shoe Store (Work Page 12)

Before turning to this page, ask, "Do you remember what kind of store Tom's father worked in?" After a brief discussion say, "Turn to page 12 and see if you are right. What kind of store is it? What does the name of the story call this store?" This question will call attention to the word *shoe*, which is new and should be emphasized.

Say, "The first two lines tell us four things about the man in the picture. What are they?" This question, designed to help children grow in their ability to read factual material carefully, is a type of question that should be used occasionally when the material warrants it. After discussing the facts disclosed, that the man is Tom's father, that his name is Mr. White, that he is at work, and that his store is a shoe store, say, "The next sentence asks about something

your mother does. Read the question and let's see if some of us answer it differently from others."

Bring out the fact that some people buy their shoes from mail order houses, some from department stores, and some from shoe stores. Elicit the generalization that there are always some people engaged in the business of fitting and selling shoes.

Say, "The next sentence is very important. See if you can do what it asks you to do." The discussion here will bring out the ways in which a shoe store is of value to children as well as the fact that it offers adults a way of earning a living.

Since the children have answered the next question in whichever approach to this study was selected, say, "Each one of you has already answered the next question, but let's have one person read it and answer it. Who wants to do that?" Then say, "The last sentence asks you to do something which is far more important than just knowing what work your father does. What does it ask you to do?" After a child has read this orally so that everyone understands exactly what is wanted, say, "I want you to think about that. Tomorrow we will talk together again, and there will be time for each one of you to tell why the work that your father or mother does is needed. Perhaps you had better talk to your fathers and mothers about that."

Culminating Activity

Through a discussion of the community need for the work done by his parents, each child should begin to develop an understanding of how and why the work done by his parents and by the parents of his friends is important in the community.

As individuals raise questions during this discussion, the teacher should write these questions on the blackboard or on a pad. Questions such as the following are typical of those asked by seven- and eight-year-olds: *How do you get to be a fireman? Who pays the mailman? A conductor helps people on a train, but how does that help a community? You don't really need a moving picture theater in a community, do you?*

As a next step the teacher might lead the children to study the table of contents and to discover for themselves which community workers are discussed in *Someday Soon*. After noting the unit titles, the teacher should call attention to the first story in each unit and list on the blackboard the five categories, "Workers Who Protect Us," "Workers Who Produce Our Food," "Workers Who Help Us Travel," "Workers Who Send Our Messages," and "Workers Who Help Us Play." Each child might then write his name under the name of the occupation which he thinks he wants to follow when he grows up. This

will involve a great deal of discussion which will lay a foundation for the study of the next five units. Since there will be a number of occupations or professions suggested which will not fit into the five categories, a sixth heading should be made, "Other Workers Who Help Us."

When this work has been completed, the lists should be transferred to large sheets of oaktag or heavy paper where they may be kept permanently. The teacher and children should also organize the questions which have been raised during the discussions under the same six headings, and these organized questions should also be listed on oaktag or heavy paper. The questions should be so arranged that there will be ample space for additional questions to be added as the study continues. When all of this has been done, teacher and children may decide together to study these different community workers.

UNIT TWO

Firemen are Needed

Preliminary Activity and Discussion

This unit has been planned to help children understand that there are certain workers in every community who are concerned with protecting the health and property of the members of the community and that these workers are responsible individuals who adhere strictly to rules and regulations, often at personal sacrifice.

While the activities suggested for Unit One constitute the foundation for Unit Two, it is important that the teacher plan an approach to the study of "Workers Who Protect Us" which will enlist the wholehearted interest of her class. One approach might be to study the workers of the community in the order in which they are taken up in *Someday Soon*. Some teachers, however, may prefer to approach this unit through some problem encountered by the children in their everyday living. Children's interest in fire drills, for example, could be used to give purpose to a study of workers who protect the community. In some groups there may be a child whose father is a fireman. Since a fireman is always a person of interest to children, the teacher might arrange with this father to discuss his work with the children.

Questions growing out of such experiences should be added to the list begun in the culminating activity for Unit One. It is with such questions in mind and from some experience which has made the matter of real concern to children that they should turn to the reading of Unit Two, "Firemen Are Needed."

Workers Who Protect Us (Pages 14-15)

After reading pages 14 and 15, the children should answer and discuss the questions and consider why there is a greater need for firemen in the city than in the country. In whatever type of community the school is located, the material in these introductory pages should be associated with fire protection in that community. Before turning to the next page, the children should be permitted to conjecture as to why Mr. Wells had time to fix toys while at work.

Fix It, Mr. Wells (Pages 16-22)

After reading this story, discuss how a fireman's work differs from the work of other men in the community, bringing out the different requirements and the fact that a fireman must always be on call. Lead the children to point out the compensations which they see in this kind of life.

At this point the teacher might suggest to the children that the entire group visit the fire station in the neighborhood and plan with them the things they

will want to see and the questions they will want to have answered on such a visit. If there are questions omitted which the teacher feels should be included, she should say, "I want to add my question," and write it along with the others.

Two or three parents might be invited to accompany the group on this trip, thus enabling parents to know at first hand what the school is attempting to do for their children.

Arrangements for the visit should be made by the teacher with the person in charge of the fire station. The teacher already should have visited the fire station so that she can tell the children of some of the things they will see. The parents of each child should be informed concerning the trip and should give permission for the child to go on this school journey. After the children have returned to school, the trip should be discussed in terms of the questions which were asked, the particular things which were seen, and any other pertinent items.

A Watch in the Night (Pages 23-27)

Discuss with the children the way in which the firemen at the local station are notified of a fire in the night and how they get ready to go to that fire. Read "A Watch in the Night" to find out how a night for a fireman in their own community is like a night for a fireman in Tom's community and how it is different. Study the pictures carefully, as they will contribute to the desired understandings. Emphasize the concept that a fireman must be alert and dependable and must follow the rules under which he lives and works. Develop the understanding that in each community the work and living conditions of the fireman are determined by the needs of the community.

At this point a series of pictures might be planned by the children in which they will show how firemen live and work at night in their own community. "Our fireman stays at the fire station all night," "Our fireman stays at home at night," and "A fire call comes at night," are typical of the types of activities which could well be illustrated and the captions which might be written by the children to accompany the pictures.

The Fire (Pages 28-34)

Talk with the children about what they would do if they discovered a fire at home. From this discussion each child should come to understand exactly what he should do under such circumstances. Discuss how the firemen in their own community would be notified of such a fire and what they would do to put it out. Read "The Fire" to see how the firemen went about their work to

put out the fire at Tom's house. Study the pictures to gain a better understanding of how speed and coöperation are essential in putting out a fire. In discussing the story compare the activities of the firemen in Tom's community with what they think would happen if their own houses were to catch fire.

Plan additional pictures for the series begun previously. These might include such illustrated activities as the following: "A fireman gets ready to go to the fire," "The fireman hurries to the fire truck," "The firemen are off to the fire," and "Firemen work together to put out the fire." These pictures would, of course, illustrate the method of fire fighting used in the child's own community and would be made for the purpose of further clarifying his understandings of the work of firemen as it relates to his own life.

Tom Takes a Turn (Pages 35-38)

Joe, the Cook (Pages 39-42)

Recall with the children some of the things which they learned about a fireman's work on their visit to the fire station. Even though the community is very small, some individual will be responsible for keeping the fire truck in good condition and for other routine matters. Then say, "Tom spent a day with the firemen at the fire station. Let's read these next two stories to find out if those firemen did the same work that our firemen do."

From the pictures and content develop the understandings that the firemen work in shifts, that there are many jobs which must be done with each individual working for the common good, that workers need to get along well together, and that the fireman gets a personal satisfaction from his work which is one form of compensation for his way of living and working. Develop all of these concepts in terms of the life and work of the fireman in the immediate community. In this connection develop a clear understanding of how firemen are paid as a result of community coöperation.

Plan with the children additional pictures to be added to the series already under way. Such illustrations and captions may be included as "A fireman keeps the truck clean," "A fireman makes the beds at the fire station," and "A fireman's clothes need care."

More about Fires (Work Pages 43-45)

If the children live in a city where there are call boxes such as the one described in the story, the teacher may say, "We have talked about using the telephone to call the fire department. Do you know of any other way to call the firemen? Where is there a fire-alarm box in this neighborhood? How would

you use it?" After some discussion say, "The next story in *Someday Soon* tells us how a fire-alarm box works. Let's read it and see if it tells about one like ours."

After reading pages 43-44, plan to visit and examine the fire-alarm box in the neighborhood. Include a picture of the local fire-alarm box in the series of illustrations.

The picture and content of page 45 should lead into a discussion of the need for fire drills in the local school and the reasons for rules which must be followed in such drills.

A Fire on a Farm (Pages 46-48)

Before reading this story, the teacher might initiate a discussion by some such procedure as the following: "Let's all look at the picture on page 46. How are the men in the picture going about it to put out the fire in the barn? Why aren't there a fire truck and regular firemen there? Do you think they can put out the fire that way? Why? Why not? From the name of the story, what do you think we will find out from reading it? Let's see if we do find out those things."

In reading this story help the children to see that rural areas do not need as complicated organizations for fire protection as do urban areas but that neither are the facilities for fire fighting so efficient. If the children live in a town or city, help them make plans to find out to what extent the fire facilities of their community are made available to rural people. If the children live in a rural area, discuss ways in which the fire-fighting equipment from near-by towns may be used in putting out fires on farms.

At this point activities should be planned which will help the children summarize and organize the information they have been acquiring as they have learned how their community protects itself against fire. The trip to the fire station was taken early in the development of the unit so that the information gained from *Someday Soon* could be interpreted in terms of the situation in the local community.

If available, one or both of the sound films, *Fireman* and *My Dad's a Fireman* (see Bibliography, page 23), should be shown at this time so that the understandings gained can be deepened. Any or all of the books listed at the close of the unit can be introduced here as a source of added information.

The group should study together the pictures which have been made by individual children to tell of fire fighting in the local community in order to determine whether additional pictures are needed to complete the story. These pictures should also be organized into a sequence which satisfactorily tells the story.

Police Protect Us, Too (Work Page 49)

Johnny and the Police (Pages 50-52)

Too often a child's attitude toward a policeman is conditioned by fear, the policeman's uniform being more a symbol of punishment than of protection. For that reason the emphasis in these stories is upon the fact that policemen are very much like everybody else. In the discussion emphasize the fact that policemen like and want to help children. If it seems feasible, plan to ask a policeman to come to school to tell the children of his work.

In approaching "Johnny and the Police" say, "Here is a good story about Peter. He seems to be friendly with all of the workers in his community. But Peter is a helper, too, in this story. After reading the story, see how Peter helped his friend Johnny." In discussing this story ask the children why they think Johnny was afraid of the policemen and what Peter did to help him. Lead the children to tell of any policemen whom they know and of ways in which the policemen of the community actually help them.

Other Workers Who Protect Us (Work Pages 53-54)

In studying these pictures and reading and answering these questions, the teacher should see to it that the discussion centers in the actual experiences of the children.

A traffic boy, if there are such boys in the school, might be invited in to discuss his work with the children and to tell them how they can actively coöperate with him for their own protection. A conference might be arranged with the school nurse where similar understandings can be developed. The children should be led to discuss ways in which doctors, dentists, and any other health workers contribute to their welfare. A series of pictures might be planned depicting the other workers in the local community who share in the protection of the children and their property.

Culminating Activity

If possible a meeting should be planned where fathers as well as mothers can be present. Such a meeting might be held from five-thirty until six-thirty so that the fathers can stop at the school on their way home from work or from seven until eight.

For the children one of the greatest values of such a meeting will come from their experiences in planning it together and in coöperatively carrying out their plans. These plans might well include telling how the group got into this study of community workers, showing and explaining the charts developed in the introductory unit where the children have listed under the

six headings the occupation which each wishes to follow when he is grown, and pointing out why the group began with studying particularly the workers concerned with protection. Various children would then, of course, share in making these explanations. Other children might tell of their trip to the local fire station, and the series of pictures depicting the methods of fire fighting used in the local community should be shown and explained. Still other children might show and tell about books and pictures which they have used in connection with this study. In telling of other workers who contribute to the protection of the community, the pictures which the children have drawn or painted might be exhibited. Finally some children might discuss ways in which they feel that they themselves can actively coöperate in the protection of the community. This might include decisions relative to such things as being careful about fires, knowing how to turn in fire alarms, obeying traffic rules, staying at home when they have colds or other communicable diseases, reporting the finding of lost property, etc.

In addition to providing opportunities for children to grow in planning and working together, such an activity makes possible unusual opportunities for growth in the ability to use oral language effectively.

Such a meeting will provide one more opportunity for the children to recall their experiences in connection with their study of "Workers Who Protect Us," and as a result the learnings should become better organized.

Bibliography

Books about Firemen

- BROWN, MARGARET WISE. *The Little Fireman*. New York: William R. Scott, 1946.
- CHRIST, KATHERINE D. *Boots, the Firemen's Dog*. New York: American Book Company, 1936.
- GRAMATKY, HARDIE. *Hercules, the Story of an Old-Fashioned Fire Engine*. New York: G. P. Putnam's Sons, 1940.
- HADER, BERTA, AND HADER, ELMER. *Whiffy McCann*. New York: Oxford University Press, 1933.
- LENSKI, LOIS. *The Little Fire Engine*. New York: Oxford University Press, 1946.
- OLDS, ELIZABETH. *The Big Fire*. Boston: Houghton Mifflin Company, 1945.

Books about Policemen

- BEATY, JOHN YOCUM. *Story Pictures of Our Neighbors*. Chicago: Beckley-Cardy Company, 1938.
- BONNER, MARY GRAHAM. *Sir Noble, the Police Horse*. New York: Alfred A. Knopf, 1940.

JOHNSON, ELEANOR M. *Policeman*—Unit Study Book #102. Columbus, Ohio: American Education Press, 1941.

Filmstrip

City Fire Department—P-13. *Community Helpers*—P-14. Stillfilm, Inc., 8443 Melrose Avenue, Hollywood 46, California. Exceptionally clear photographs; each object for study stands out boldly; no conflicting background.

Movies

Fireman—No. 110. (Sound) 11 minutes. 1939. Encyclopaedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6, Illinois. Demonstrates the daily routine of firemen; maintenance of fire-fighting equipment for maximum efficiency; ladder and life-saving drills for practice of personnel. A real fire affords an opportunity to observe firemen answering the alarm and extinguishing the blaze.

My Dad's a Fireman. (Sound) 10 minutes. 1947. Teaching Films, Inc., 2 West 20th Street, New York 11, New York. Routine jobs in the firehouse as well as at the scene of the fire.

Policeman—No. 164. (Sound) 11 minutes. 1940. Encyclopaedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6, Illinois. Follows a typical patrolman through one of his regular shifts of duty. In due course, the use of motorcycles and patrol cars with two-way radio communication is demonstrated and explained. Lessons in pedestrian and vehicular traffic safety are developed, along with the rôle of the policeman in rescue work and the apprehension of a speeding driver.

UNIT THREE

Food for Everyone

Preliminary Activity and Discussion

This unit is designed to develop a beginning understanding of the ways in which many people work coöperatively to supply us with food, of the machines which have been invented to facilitate such work, and of the skill required of the people who operate these machines. The children should also come to understand that the workers who make these contributions to the welfare of the community are members of the community itself.

In approaching this study of "Workers Who Produce Our Food," the teacher might initiate and motivate a discussion with such questions as the following: "How many of you go to the grocery store for your mother? What is the food that you probably buy more often than any other? Yes, probably it is bread. How many had bread for breakfast? How many will have it for lunch? Will you have it again for your evening meal? Are there some of you who don't get your bread at the grocery store? Where do you get it? How many of your mothers make bread?"

"Do you like bread? How do you like it best—hot, cold, toasted, made into sandwiches, or how?"

"Hardly a day goes by that we don't eat bread. Yet most of us don't think about how much work it took to get it to us. Someone has to bake it. If our mother bakes, then we know how much work it is for her to bake the bread for the family. But suppose we buy baker's bread. Did you ever stop to think how many workers it takes to get a single loaf of bread to your family? Tomorrow let's make a list of all the workers we can think of who help in making bread. You might talk that over with your fathers and mothers tonight."

The next day the discussion might begin with some such comment as the following: "Yesterday we talked about how we liked to eat bread. We planned to make a list of all the workers who help us to have the bread that we eat. What workers have you thought of?" List on the blackboard the names of these workers as they are suggested by the children. Then say, "Let's keep this list, and if we think of any more workers who help in making bread we can add their names to this list."

The teacher might then read and show the pictures in *This Is the Bread That Betsy Ate* (see Bibliography, page 31). This story should arouse further interest in the production of bread and contribute to a beginning understanding of the many steps and the many persons involved in getting a loaf of bread ready for market. At the close of this period the children might suggest other names to add to the list of workers on the blackboard.

The next day one of the films, *Bread*, or *Our Daily Bread*, may be shown. Both show the raising of grain and the making of bread.

Plan with the group to keep a class diary of the various things that they do as they find out about the workers who produce their food. The first entry dictated by the children and written by the teacher might read: "We are studying about the bakery. We want to find out about all the workers who help make the slice of bread we had for breakfast."

Workers Who Produce Our Food (Pages 56-57)

After the children have read these two pages, discuss Tom's lack of understanding of the many workers involved in producing bread. Bring out the idea that the father of one of Tom's friends was at the head of a bakery. If the parents of any of the children in the group are engaged in the production of food, bring this out in the discussion.

Call attention to the picture on page 57. Say, "Do you see any bread wrapper that you recognize? Do you have any bread wrappers at home? Tomorrow bring them to school. They will help us find out how many different kinds of bread we can buy in our community. We can learn something else from the wrapper. Do you know what it is? Yes, we can find out where the bread is made. That will help us, too, for we might want to write for some information or visit the bakery."

The bread wrappers may be displayed on the bulletin board and used as a basis for a discussion of the sources of the bread supply in the local community.

Bigger and Better (Pages 58-61)

Discuss the title of the story on page 58 and let the children guess what it means. Then say, "Read pages 58 and 59 to find out what the title means."

Through discussion of the pictures on pages 58 and 59, help the children understand why there is a railroad track beside the bakery and the relationship between the car on the track and the stored sacks of flour.

Explain that the two-page spread on pages 60-61 shows how machines are used to shift and store the flour. While children should not be expected to remember more than the generalization that large bakeries need lots of machines to make bread, the teacher should of course be ready to answer a child's question of "What's that thing?" in relation to these pictures.

The sacks of flour piled on the skid at the right are opened and dumped into the *flour dump bin*, the open machine nearest them; flour left clinging to the inside of the sack is removed by placing the sack over the *spout*, which acts like a vacuum cleaner. From the dump bin the flour goes by a conveyor

below the floor level to the *blender*, the box-shaped machine which appears on both pages; here the flour is thoroughly mixed and sifted. Through another conveyor the flour then goes to the *elevator*, the tall machine between the blender and the dump bin. The elevator lifts the flour to an overhead conveyor which carries it to the *storage bin*, the large container behind Mr. Brown and the boys. Here the flour is stored until it is needed by the mixing machine on the floor below.

So Much and No More (Pages 62-67)

The machine pictured on pages 62, 63, 65, and 66 is a *mixing machine*. Into it goes *flour* from the storage bin on the floor above and *water* from pipes. Into it also go the other ingredients used in the making of dough: *powdered milk*, *salt*, *sugar*, *yeast*, *shortening*, and *butter*, all in carefully measured amounts. Out of it comes thoroughly mixed and kneaded dough.

On page 62 Mr. Brown, Jim, and the boys are standing on a platform behind the mixing machine. Above them is the *hopper* containing flour which has dropped from the storage bin. Through the glass window by Jim's head can be seen the *weighing scale*, which accurately measures the amount of flour admitted to the mixing machine. Through pipes not here shown, water in measured amounts is also introduced. Through the little door at Mr. Brown's left elbow, Jim will pour the measured amounts of the other ingredients.

On page 63 Mr. Brown is leading the boys down the short flight of stairs from the platform to the front of the mixing machine.

On page 65 the boys see the mixing machine open and watch the dough whirl inside it. Jim has wheeled a large *trough* in front of the machine to catch the dough.

On page 66 the boys see the machine stop automatically and watch the dough fall out into the trough.

After the pictures have been discussed and the story read, ask, "Do you think machines can ever take the place of men? Why not?" Develop the idea that men have invented these machines to do the work that they want done and that the men who operate the machines must be efficient workers.

Mr. Brown's Work (Page 68)

Before reading this story say, "You come to school to learn. Teachers are here to help you. But are there other people in our school who help you but don't actually teach you? Who are they?" This should result in a discussion of the work of the principal or of the superintendent. Then say, "Do you suppose this is also true in a bakery? Are there workers who are important in the bread-making who don't actually help in making the bread? Who are these

workers? Jack's father, Mr. Brown, was that kind of a worker. Read page 68 and see what he does to help." In discussing this material after it has been read, call attention to the picture and have the children suggest what Mr. Brown may be doing.

Every Ten Minutes (Pages 69-71)

Have the children turn back to the picture on page 66 and recall how the dough came out of the mixing machine and into the trough. Then say, "Some of you have watched your mother make bread at home. Where does she put the dough after it is mixed? Why does she put it in a warm place? Why does she want it to rise? What makes it rise? Yes, the yeast makes little bubbles in the dough. These bubbles swell and swell and make the dough swell, too. These little bubbles make the tiny holes you see in a slice of bread. Look for these holes the next time you eat a slice of bread. Now let's look at the picture on page 69. Why do you think there is more dough in one trough than in the other? Let's read page 69 to see if we can find out."

In reading and discussing the rest of this story and the pictures on pages 70 and 71, explain that the dough goes down a *chute* from the floor on which it has been put to rise. From the chute the dough goes into the hopper of the *divider*, which cuts the dough into small pieces, all of exactly the same size.

A conveyor carries these small pieces of dough to the *rounder*, which shapes them into small balls.

From the rounder a conveyor carries the balls of dough to the *proofer*. Here the balls of dough travel in little pans through the cabinet shown in the upper right part of the picture on page 71. The purpose of this trip is to give the dough time to rise some more.

From the proofer the balls of dough drop to the *moulder*, which shapes them into small loaves.

The small loaves are then put into baking pans, the pans are put upon racks, and the racks are wheeled into the *steam cabinet*, where the dough rises until it almost fills the pan.

In the reading of this story and the discussion of the pictures, the teacher should emphasize the fact that the dough is constantly in motion from the time it leaves the mixing machine until it is put into the steam cabinet for its final rising.

At this point the children should be ready to make some such generalization as, "It takes lots of machines, lots of knowledge, lots of skill to run a bakery." They should not be expected to remember the details of the processes here described, nor the names of the machines used. These details are provided in this guidebook merely to aid the teacher in answering specific questions.

An Oven as Big as a House (Pages 72-75)

The oven here pictured is known as the *tunnel* type. Pans of dough go in one end; baked loaves come out the other. If a local bakery is visited during the study of this unit, a different kind of oven might well be seen, one in which the pans of dough travel back and forth on conveyors and finally come out, fully baked, through the same opening they went in.

If practical, a trip to a modern bakery should be taken by the class. The children should be given opportunity before the trip to discuss the questions they would like to ask, such as, "How many people work in this bakery?" "How many loaves of bread do you bake a day?" "How many different kinds of bread do you make?"

Whether the trip is taken or not, the emphasis in discussions about the baking process should be nontechnical.

Bakery to Store to Home (Pages 76-79)

If the children have seen the bread sliced, wrapped, and loaded into a truck at the bakery visited, ask, "After the bread came out of the oven the other day, what happened to it? Why do you think they have machines to slice and wrap the bread? What happened after that?" Then read this story to see likenesses and differences between the way their trip to the bakery ended and the way Tom's trip ended.

If the children have not seen bread sliced and wrapped, bring a loaf of sliced, wrapped bread to school. Examine it with the children to see how the wrapping is put on, the evenness of the slices, etc. Then say, "How do you think this bread was sliced? How was it wrapped? I got this bread at the corner grocery. How do you think it got there? The next story shows how bread is sliced and wrapped and how it gets to the stores."

Bring out the importance of the work of the man who drives the bread truck. If the father of one of the children does this work, plan to invite him to school to tell the group of his work. In terms of this story and the previous experience of those children who have seen bread made at home, discuss the differences between baking on a large scale and on a small scale.

As a means of helping children see more clearly the interdependence of the workers in the bakery and in the grocery, ask, "How many of you get bread from the grocery store? Is there any way that the grocer could help us in our study of bread?" In the discussion which will result, develop an interest in finding out from the grocer such information as how often he gets bread, how many loaves he gets a day, what he does with the unsold bread, etc. Instead of having the entire group make this contact, choose two or three children to visit the grocer and then report back to the group. These children should be

well informed as to *what* they want to find out, and the teacher should contact the grocer and arrange for the visit.

Another Kind of Bakery (Work Page 80)

Study the pictures on page 80 to see what work the different people are doing. Then read the first paragraph to find out how this small bakery is different from Mr. Brown's. Read and answer the questions at the bottom of the page.

Another Kind of Food (Work Page 81)

After the title has been read, ask, "What is this story about? Read the first question and see if you can answer it. The next five lines give us a riddle about this kind of food. Who will read the riddle to us?" After the product pictured has been identified as butter, say, "Read the last question and see if you can answer it. What other kind of churn do you know about? What do you think the place where this butter is being made is called?"

If it seems desirable, this discussion might lead into a study of the production of milk and milk products. If such a study develops, visits to a dairy farm, a dairy, and a creamery would be desirable. In addition to these trips the film, *Story of Milk*, could be shown to increase the children's appreciations of the many workers and the many machines whose combined efforts make possible the milk, the butter, and the ice cream which they eat.

Cherries to Can (Pages 82-83)

Since both home and commercial canning are treated briefly in this and the succeeding story, the teacher should lead the children to a realization of the need for canning seasonal and perishable foods. She might open the discussion by asking, "How many have eaten fresh cherries? At what time of the year did you eat them?" After the children have responded that they have eaten fresh cherries only in summer, ask, "Haven't you eaten cherries at other times of the year? How are the cherries that we eat in winter different from the ones we eat in summer?"

After pages 82 and 83 have been read, lead the children to see that both home and commercial canning start with the same process, picking the fruit.

Cooking in Cans (Work Pages 84-85)

Children who have studied the baking process in detail should be quick to see the similarity between it and the canning process in the use of many workers and many machines and in the emphasis upon the exact control of time.

Explain that the girls in the upper picture on page 84 are picking out spoiled fruit as the cherries move past them on a conveyor. Say, "Look at this picture closely and see if you can tell what the girl does with the spoiled cherries."

Explain that the machine pictured at the lower left fills cans with cherries which are carried to it by the conveyor above and at the left. Call attention to the hopper and ask the children where they have seen other pictures of a hopper (pages 62, 63, and 70).

Explain that the cans are sealed shut before being put into the great pressure cookers shown on page 85. Call attention to the thermometer and the steam gauge. Explain that the workman uses these instruments to tell him how hot the inside of the cooker is and how much steam he has let into it.

Have the children turn back to pages 63 and 64 to find statements like those on page 85.

Work Page 86 . . . In these pictures the children should be led to see that in home as well as commercial canning the fruit, regardless of its kind, (1) must be inspected and prepared for canning, (2) put into containers (glass in the case of home canning, glass or metal in the case of commercial canning), and (3) cooked (in this case in a small pressure cooker quite like that of the commercial canneries) before (4) the finished product is ready to be stored for future use.

The free booklet, *How Foods Are Canned* (see Bibliography, page 31), furnishes additional visual material which can be used effectively at this point.

A collection of labels from different kinds of canned goods might be initiated, thus acquainting children not only with the many kinds of food products which are so packaged but also with the fact that the canning industry is highly competitive.

Culminating Activity

While bread, butter, and canned fruit are among the most common foods and have therefore been given treatment in *Someday Soon*, the teacher should broaden this unit by giving special attention to food products which are a specialty of the community in which she is teaching.

The rounding out of this unit might well take the form of a party to which the children would bring bread, butter, cherries, and whatever local products have been studied. At the party the class diary could be read and the collections of bread wrappers and labels from canned goods displayed. If the children have made a list of the kinds of work they someday hope to do, this list might be re-examined at this time, with special emphasis upon those children who have indicated a vocational interest related to the raising, processing, or distribution of food.

Bibliography

Books about Bread

- BLACK, IRMA SIMONTON. *This Is the Bread That Betsy Ate*. New York: William R. Scott, 1945.
- CRIDLAND, MARGERY. *The Baker*. Philadelphia: David McKay Company, 1947.
- MCCRORY, MAE. *The Bakery*—Unit Study Book #115. Columbus, Ohio: American Education Press, 1939.

Books about Milk

- BEATY, JOHN YOCUM. *Story Pictures of Farm Foods*. Chicago: Beckley-Cardy Company, 1941.
- ELTING, MARY. *Lollypop Factory*. New York: Doubleday, Doran & Company, 1946.
- HUBER, MIRIAM BLANTON. *Skags, the Milk Horse*. New York: American Book Company, 1931.
- MCCRORY, MAE. *Milk*—Unit Study Book #203. Columbus, Ohio: American Education Press, 1940.
- SCOTT, WILLIAM R. *This Is the Milk That Jack Drank*. New York: William R. Scott, 1944.
- STERLING, HELEN. *The Horse That Takes the Milk Around*. New York: Franklin Watts, Inc., 1946.

Pictures

- Bread*. (Free picture booklet) International Milling Company, Minneapolis 1, Minnesota.
- How Foods Are Canned* (Free chart and textbook) Libby, McNeill & Libby, Department of Home Economics, Chicago 9, Illinois.
- Grains*—Numbers 23, 26-29; *Canning Vegetables*—Numbers 49, 50; *Fruits*—Numbers 52, 57, 59, 63, 64. Creative Educational Society, Mankato, Minnesota.

Movies

- Bread*—No. 331. (Sound) 11 minutes. 1946. Encyclopaedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6, Illinois. Story of bread from the wheat farm to the table; sequences portray the use of flour in the home; the harvesting of wheat; flour milling; and the making of bread in a modern bakery.
- Dairy Farm*. (Sound) 15 minutes. 1947. Coronet Instructional Films, Inc., 65 East South Water Street, Chicago 1, Illinois. The economic and social importance of the dairy farm in American life is portrayed by a visit to a typical Midwest farm. The farmer engaged in his everyday chores of caring for his cattle, milking, and preparing the milk for market; sequences

- on such seasonal operations as cultivation, haying, and silo filling; children fishing, playing in the hay, and otherwise enjoying a country vacation.
- Our Daily Bread.* (Sound) 10 minutes. Free (Transportation Charges). International Harvester Company, 180 North Michigan Avenue, Chicago 1, Illinois. Shows modern harvesting equipment, transporting of grain to market, and the making of bread.
- Story of Milk.* (Sound; Color) 27 minutes. Modern Talking Picture Service, Inc., 9 Rockefeller Plaza, New York 20, New York. Trip through Meadow Gold Dairy; shows producing, pasteurization, homogenizing, bottling, and distributing milk.
- Story of Milk.* (Silent) 30 minutes. 1938. Bray Studios, Inc., 729 Seventh Avenue, New York 19, New York. May be had in three separate reels. *Reel I:* Production of Milk. Covers the modern methods employed in producing and handling milk, from cow to distributing plant. *Reel II:* Distribution. Deals with distribution of milk, its arrival at the distributing plant, pasteurization, sterilization of equipment, and delivery to the consumer. *Reel III:* Cheese. Covers the making of cheese. We see how it was made by the pioneers of a century ago, and, in comparison, all phases of production in the modern way.

UNIT FOUR

Going Places

Preliminary Activity and Discussion

From the development of this unit children should come to realize that they are dependent upon many people for their means of transportation. They should be helped to realize that in their own community there are persons who share in this work and that some of these workers are their own friends and neighbors. The material in the text provides information through pictures and stories which takes the child beyond his own community and helps him become acquainted with the skilled workers in transportation who make it possible for him and for persons whom he knows to travel to far places, thus linking his community with other communities. This material is of a nature which will develop a beginning appreciation of the many inventions which are continuously improving our ways of traveling.

As one way of approaching this unit the teacher might arrange a bulletin board on which pictures telling of modern transportation are displayed. These pictures insofar as possible should depict types of transportation with which the particular children are acquainted. In discussing these pictures with the children the teacher might ask, "How did you get to school this morning?" This will bring out several common methods of travel such as walking, bicycling, riding in an automobile, a taxi, a bus, or on a streetcar. She might then ask, "Have any of you ever traveled in any other way? How? Where did you go?" As the conversation continues, a beginning should be made in helping the children understand how life is made better for everyone because of these inventions. Through concrete examples related to their own lives the children should be helped to see that we can now travel great distances very quickly. The teacher might then ask, "Which of these ways of traveling do you think is the most important to people in our community? Why?" The idea can then be developed that there are some kinds of transportation which are common to almost all communities while some communities have need for a very particular type.

Following such a discussion, films such as *Transportation and Our Community* (see Bibliography, page 40) might be shown. Help the children to associate the travel facilities shown in the film with those which are used in their own community. If boats, planes, or any other methods shown are not used, the children should be helped to discover the reason for this. The teacher might then say to the children, "When we talked about what you wanted to be when you grew up, Bill wanted to be a railroad engineer and Jean wanted to be a stewardess on an airplane. You put your names in a special list of

workers. What did we call those workers? Do you know any workers here in our community who help people travel?"

After the children name such persons as the local filling-station attendant, the garage mechanic, a bus driver, etc., say, "Let's keep a list of the workers whom we really know who help people travel. Then we can add to this list as we learn more about travel workers. I wouldn't be surprised if you have some friends who do this kind of work and you just don't know about it." Call attention to the fact that here again is a group of skilled workers, people who have studied and worked to learn how to do their jobs.

Workers Who Help Us Travel (Pages 88-89)

Read with the children the two titles on page 87. Then say, "What do you think we might find out as we read this section of *Someday Soon*?" After the children have suggested that they will learn about the various workers who help us travel and about their work, the teacher might say, "Look at the picture on page 88. What way of traveling seems to be important in the Whites' neighborhood? Why do you think this is so? Read the page and see if you are right."

After reading this page compare the White neighborhood with the local community, emphasizing transportation. Then say, "Tom and Tim knew some real workers who helped them travel. Find out who they were."

After the children have read and discussed page 89, say, "Do any of you know a conductor or an engineer? Would you like to talk with one? Why?" The response here should indicate some of the questions which the children are beginning to have about transportation workers.

Trains (Pages 90-97)

Although railroad freight cars in the United States outnumber passenger cars almost fifty to one, children are inclined to think of trains chiefly as carriers of people. To introduce this section on freight trains, therefore, the teacher might well have the children turn back to page 58 for another look at the freight car pictured there before studying the double-spread picture on pages 90 and 91. Ask, "What kinds of cars do we see on these tracks? What kinds of things might be in these cars? What kinds of things come to our own community in freight cars? What kinds of things are shipped out of our community in freight cars?"

If some member of the class has a toy train with tracks and switching devices, he should be encouraged to bring it to school, or at least permitted to take the lead in the discussions dealing with switch yards and the making up of trains.

Children should be led to understand that the need for switch yards arises out of two facts about trains: (1) they run only on tracks and (2) a freight train is usually made up of many cars which come from different places, carry different goods, and have different destinations.

Even without a toy or model railroad system, children may develop the necessary understandings through playing train. Have six or seven children line up and pretend to be a switch engine and freight cars so that they may experience through dramatic play how cars are cut in and cut out in making up a train and how easily turning around can be accomplished on a turntable.

Explain that the roundhouse itself is like a garage for automobiles in that it is a place where locomotives are cleaned and repaired.

Signals (Pages 98-102)

To prepare her pupils for reading this story, the teacher might ask, "What do I mean by this?" as she nods her head, shakes her head, or crooks her finger in a beckoning gesture. The children might then be encouraged to think of and demonstrate other simple gestures which are understood by everybody, followed by specific signals such as those given by traffic policemen. Then say, "These signals that we have been using are ones that everybody is supposed to know. Read this story to learn some signals that railroad men use."

After the story has been read, have individual children practice giving the signals while others, playing train, try to follow the signaled instructions.

Call attention to the lines on page 101, "Watches and signals! We couldn't run trains without them," and ask, "Why are watches as well as signals necessary in running trains? What are some of the things that you need to do on time every day?"

On Time (Pages 103-106)

Say, "The other day we were talking about how important it is to be on time. We talked about some things that we need to do on time. What were some of them? Have you ever been late at such times? When? What happened?" Encourage the children to talk frankly about such experiences. Then say, "In the next story Tom has a scare because he is late getting home. Let's find out what it is."

After discussing Tom's "scare," why he was late getting home, and what the boys were pretending on the way home, ask, "Why was Tom glad about his father's vacation? Have you ever taken a trip on a train? Where did you go? What did you enjoy most about the trip?"

Encourage the children to tell of any experiences they have had on a train. The teacher should tell of experiences which she has had on train trips.

If the filmstrip, *Travel on a Train*, or the movie, *Journey by Train* (see Bibliography, pages 39 and 40), is available, either could be shown at this time. Say, "We are going to see a movie about trains that shows some of the very things you told about yesterday. What are some other things you would like to know about traveling on a train?" List questions so that the children may have something definite to watch for.

A Long Trip (Pages 107-114)

More about Trains (Work Pages 115-118)

Read these two stories to see if the trip Tom and Susan took was like the movie seen previously and to see what new things about trains can be learned from these stories. In reading this material study the pictures carefully. Talk about how the tickets on page 107 would be used, who would take care of them, how old one must be to need a ticket, how Tom's ticket would differ from his father's.

On page 108 note the signs, the workers, etc., and on page 109 discuss the different kinds of cars pictured as well as the workers shown.

Continue this type of discussion, emphasizing the fact that while Tom slept, ate, and listened to the radio the train workers were doing their work skillfully and well. Talk about why the railroads provide all of these facilities and services.

New Friends (Pages 119-122)

Say, "In the last story we learned some of the things a porter does on a train. Read this story to learn how the porter feels about his job."

After the story has been read, have the children turn back to pages 41 and 42 and read again how Bill, the fireman, feels about his job. Have them recall the pride of Mr. Brown, the baker, in his modern equipment (pages 59, 61, and 63). Bring out the fact that although their jobs are very different, all of these men are proud of the work they do and happy in doing it. Then ask, "When a person really loves his job, is work very different from play? Have these stories made you change your mind about work?"

There at Last (Pages 123-131)

Say, "The Whites saw many interesting things on their trip. As we read this story, decide which of these things you would like most to see." After the reading, ask individual children to tell which of the Whites' experiences they thought most interesting and why. As each child speaks, study the picture which tells about his chosen experience. If important pictures or incidents are not mentioned by the children, call attention to them by questions.

Then ask, "What do you think was the most important thing that Tom and Susan learned on this trip?" Bring out the concept of the interdependence of communities as developed in this story. Ask, "What do we get from some other part of the country? What do we send from our community to other people? How do these things get from one place to another?"

Going Home (Pages 132-135)

All over the Plane (Work Pages 136-137)

In the Air (Pages 138-143)

Before reading these three airplane stories, call attention to the Whites' plan to go home in an airplane. Encourage any child who has been in an airplane to tell about it. Then ask, "What is the place called where you go to get on a train? What is the place called where you go to get on an airplane? Have any of you ever seen an airport? What interesting things did you see there?"

If the film, *Children's Airport Excursion* (see Bibliography, page 40), is available, it may be shown at this time. Say, "Today we are going to see an interesting movie about a trip some children made to an airport. As you look at it, see what you can find at the airport that is like a railroad station."

To introduce the reading, ask, "Who are the people who work on trains?" Review these briefly. "Do you suppose that airplanes need any of these same workers? Which ones? As we read about Tom's trip home on an airplane, let's see how it was like his train trip and how it was different."

After reading the stories, list on the blackboard the ways in which the children think an airplane trip differs from a train trip.

Through research in books such as those listed at the close of this unit, encourage superior readers to find the answers to the questions on page 137. Before leaving this material study with the children the picture on page 142. Lead them to realize that cities are alike in many ways and that cities also are like towns in many ways. Wherever one goes, workers will be carrying on the same kinds of work.

Show the movie, *Airplane Trip* (see Bibliography, page 39). Then again study the pictures on pages 136, 137, 139, 140, and 142 of *Someday Soon*, comparing them with similar pictures seen in the movie. Help the children see how the equipment and the workers pictured are suited to air transportation.

By Bus and by Taxi (Pages 144-146)

After reading the title, ask, "Why didn't the Whites go all the way home on the airplane? What does the name of this story tell you? Read this story and find out what happened at the end of the taxi ride."

In discussing this story, bring out the pleasure of the whole family in being at home. Then ask, "In what ways did the White family travel on their trip?" Lead the discussion to bring out the advantages of each form of transportation.

Culminating Activity

The understandings gained from the study of this unit can be summarized and organized by the making of a large picture in colored chalk, crayon, or calcimine depicting the various types of transportation and the various transportation workers in the local community. Since considerable space would be required for such a picture, several strips of wrapping paper should be pasted together, and the picture when completed fastened to the wall or blackboard.

The children should plan the picture together and divide the actual work among committees and individuals. When the picture is completed, invite another group of boys and girls in to see it.

Various children can then explain the picture, telling of the advantages of the different methods of transportation pictured, of the workers involved, and why their work is important. If some of the children want to be such workers when they grow up, they can tell about it and give their reasons for such choices. The children might also tell of ways in which they themselves can be of help in present-day transportation in their own communities. For example, they could help by not playing in the streets, by riding bicycles in accordance with community rules, etc.

Bibliography

Books about Trains

- HURD, EDITH. *Engine, Engine No. 9*. New York: Lothrop, Lee & Shepard Company, 1940.
- JOHNSON, MARIA ELLEN. *Trains Today*—Unit Study Book #112. Columbus, Ohio: American Education Press, 1939.
- LENSKI, LOIS. *The Little Train*. New York: Oxford University Press, 1940.
- NORLING, JO, AND NORLING, ERNEST. *Pogo's Train Ride*. New York: Henry Holt & Company, 1944.
- TOWNEND, JACK. *Railroad ABC*. New York: Franklin Watts, Inc., 1945.
- WOOLLEY, CATHERINE. *I Like Trains*. New York: Harper & Brothers, 1944.
- WRIGHT, ETHEL, AND ROSE, RICHARD. *Saturday Ride*. New York: William R. Scott, 1942.

Books about Airplanes

- BEATY, JOHN YOCUM. *Story Pictures of Our Neighbors*. Chicago: Beckley-Cardy Company, 1938.

- HURD, EDITH. *Sky High*. New York: Lothrop, Lee & Shepard Company, 1941.
- LENSKI, LOIS. *The Little Airplane*. New York: Oxford University Press, 1938.
- NORLING, JO, AND NORLING, ERNEST. *Pogo's Sky Ride*. New York: Henry Holt & Company, 1947.
- JOHNSON, MARIA ELLEN. *Airplanes—Unit Study Book #103*. Columbus, Ohio: American Education Press, 1941.
- TATHAM, CAMPBELL. *The First Flying Book*. New York: Franklin Watts, Inc., 1944.
- WRIGHT, ETHEL. *Saturday Flight*. New York: William R. Scott, 1944.

Free Materials

- Air-Age Education in the Elementary School*. A. J. Nystrom & Company, 3333 Elston Avenue, Chicago 18, Illinois. Illustrative techniques growing out of pupil-teacher adventuring in actual classroom situations.
- How Representative Grade Teachers Are Teaching Aviation*. United Air Lines, Department of School College Service, 231 South La Salle Street, Chicago 4, Illinois. Excellent outlines for those teaching aviation in units. Kindergarten to eighth grade.
- Teaching Kit—Aviation*. United Air Lines, Department of School College Service, 231 South La Salle Street, Chicago 4, Illinois.
- Teacher's Kit—A Study of Railway Transportation*. Association of American Railroads, 924 Transportation Building, Washington 6, D.C.

Pictures

- Journey by Train*—Numbers 32-40; *A Journey by Plane*—Numbers 79-89. Creative Educational Society, Mankato, Minnesota.

Filmstrip

- Travel on a Train*—S-39; *Trains*—P-18; *Air Travel*—P-22. Stillfilm, Inc., 8443 Melrose Avenue, Hollywood 46, California.

Movies

- Air Liner*. (Sound) 20 minutes. 1938. United World Films, Inc., RCA Building, 30 Rockefeller Plaza, New York 20, New York. Operation of the airports. Duties of the pilot, co-pilot, and hostess of the airliner are shown. The instrument boards of the air liner are explained. The picture ends with the Clipper taking off for the Pacific.
- Airplane Trip*. (Sound) 11 minutes. 1938. Encyclopaedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6, Illinois. A mother and her young daughter journey in an air liner from Los Angeles to Salt Lake City. Servicing operations on different parts of a plane are observed. After the plane is loaded with mail and express, the passengers embark, safety belts are adjusted, and the plane takes off. Enroute, the plane's instru-

ments and operation are simply explained. A panorama of cities, farms, rivers, and mountains is shown. The stewardess serves a meal and makes up the sleeping berths. A radio telephone weather report is received by the pilot, and the plane lands at Salt Lake City at dusk.

Bus Driver. (Sound) 11 minutes. Encyclopaedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6, Illinois. A small boy makes a cross-country bus trip during which he observes how the driver fulfills his responsibilities for the safe and efficient operation of the vehicle and for the comfort of the passengers. Activities in a bus terminal, along different kinds of highways, and in a service garage are pictured.

Children's Airport Excursion. (Sound) 15 minutes. 1936. Purinton Pictures, 4404 42nd Street, San Diego 5, California. Forty-two children emerge from a school bus at an airport and observe: radio equipment; typewriters that run themselves; air-mail delivery methods; radiophone communication; planes taking off, and planes landing; huge hangars, and in them huge planes equipped with a maze of scientific instruments.

Journey by Train. (Silent) 60 minutes. 1935. United World Films, Inc., RCA Building, 30 Rockefeller Center, New York 20, New York. Composed of four units: Preparation for a Train Journey; How Pets Ride on Trains; We Eat on Trains; We Sleep on the Train. There is a set of 70 8 x 10 still photographs paralleling the entire film story which may be used for identification and to recall a sequence.

Transportation and Our Community. (Sound) 10 minutes. Teaching Films, Inc., 2 West 20th Street, New York 11, New York. Treats the subject in its many phases from bicycling to sea, rail, and air travel.

UNIT FIVE

From One to Another

Preliminary Activity and Discussion

There are probably no services connected with modern living that children accept so unthinkingly as those in the field of communication. Yet in every community there are workers who are using their skills and their abilities to provide for others more effective ways of sending and receiving messages. This unit is designed to help young children grow in their appreciations of such workers, to help them realize that their own relatives and friends are carrying on this work for the community, and that such workers must be persons with inventiveness, skill, and integrity.

Transportation and communication are so interrelated that experiences from the previous unit may lead naturally into a study of workers who send our messages. For example, the diagram on pages 136-137 shows how an airplane carries mail. The discussion of page 146 leads into communication as questions arise as to how the grandparents knew when the Whites would arrive home. Ask, "How did the taxi driver know where to take the White family? What is your address?" In the discussion help the children realize that their addresses are important to people who work in the post office.

Continue by saying, "We have been learning about workers who help us travel. How do postmen help us? The next part of *Someday Soon* tells about workers who send our messages. If we read the first two pages, we will be able to think of several people we know who do work of that kind."

Workers Who Send Our Messages (Work Pages 148-149)

Help the children begin to sense the importance of the radio, telephone, newspaper, mail service, etc., in daily living, not only as common conveniences, but as aids to personal and community protection. Explain that warnings over radio or telephone can save crops and lives. Elicit the fact that the telephone helps to summon the fire department. Then say, "Let's list here on the blackboard the ways in which most of our messages get to us." After the children have suggested the telephone, radio, newspaper, mail, and possibly the telegraph, ask, "Do you know anyone who helps in sending messages in any of these ways?" Write the names of such persons under the proper headings.

Transfer this list to some place where it can be kept permanently and plan to add to it as new names are contributed. Take advantage of every opportunity that presents itself during the development of the unit to add to this list names of workers whom the children actually know. Look at the picture on page 150 to see which type of worker is told about first in *Someday Soon*.

Plan with the children to learn more about workers who help us send messages by telephone.

I Dare You (Pages 150-155)

This story should help children understand their own responsibilities in regard to public property. Ask, "Have you ever had anyone say to you, 'I dare you?'" Discuss what is meant by this phrase. After the story has been read, ask, "What did Billy do that showed he was a coward? What should we do when we meet boys like Billy?" Bring out how very foolish Tom was. He was foolish because he listened to Billy's big talk; he failed to do his own thinking but let Billy do it for him; he climbed the pole when he really knew it was wrong.

Knowing How (Pages 156-162)

The following questions may serve to create interest: "For what do you use electricity at home? Do we use any electricity here at school? What for? Do you know where we get our electricity?" If there is a power plant in the community, discuss it briefly. If not, tell the children where the electricity used in the community comes from. Then say, "Tom's father thought Tom ought to know more about electricity. Why do you suppose Mr. White thought that? Read this story to see what Tom learned about electricity."

In the discussion, stress the sentences near the bottom of page 158, bringing out the understanding that electricity, though dangerous, is an important part of communication. Show that telephone workers must be skilled and that even climbing a telephone pole requires specialized training. Discuss why this instruction is necessary. Emphasize again the foolishness of a small boy in playing with anything so dangerous. Stress the bigness of the telephone organization, the number of people, and the amount of equipment involved in the handling of a single telephone call.

Show the film, *How to Use the Telephone* (see Bibliography, page 47), if it is available.

Central (Work Pages 163-166)

Ask, "What is the first thing you do when you make a telephone call? What do you do next? What do you call the person who helps you make a telephone call? This next story tells how Central does her work. It tells about two kinds of telephones. Let's read it and see if it tells about the kind of telephones we have here in our community."

Emphasize telephone courtesy to Central and to other persons on your line, introducing the term "party lines." Discuss the reasons for not dialing when a

person is talking, for not slamming the receiver on the hook, for patience in getting a number, etc. Help the children to realize that telephones help people, how they help, and how children themselves can help in bettering telephone service.

Frequent opportunity should be offered for the children's use of the telephone. It may be used to find out why a classmate is absent, how one who is ill is getting along, to find out about a book at the library, etc. Children who do not know how to use a telephone may practice with toy telephones, engaging in dramatic play following the method of telephoning used in their own community.

Your Newspaper (Work Pages 166-167)

These two pages should lead to a beginning appreciation of the many workers and machines that produce our newspapers and of the people who are responsible for their delivery. Have at hand a copy of a newspaper used in the community and point out some item in this paper with which the children would be concerned. Then read and discuss the questions on these pages.

Help the children appreciate a newsboy's responsibilities—what it means to rise at four A.M. in all kinds of weather and to carry forty or fifty papers on a daily route. Explain that the papers must be paid for and that the boys are responsible for collecting this money; if they fail to collect from their customers, they are the losers. However, also stress the many good friends newsboys make among their customers and how newspaper publishers encourage their boys by giving them trips, picnics, etc.

If newsboys are used in the community, encourage the children to get better acquainted with their paper carriers. Help the children use the telephone to invite a newsboy to the room to talk with them. During this visit they could ask him the last question on page 167 and find out where he gets his papers, how far he walks on his route, what he likes best about his job, etc.

Close the discussion of the newspaper by helping the children summarize the information they have gained concerning this method of communication and the workers engaged in it. Again, center the discussion in the situation as it exists in the local community.

A Radio Station (Work Page 168)

Refer briefly to previous discussions of the various ways by which messages are transmitted. Then ask, "What messages do you get over the radio? Where do those messages come from? The picture on page 168 tells us

several things about a radio station. Let's see how many things we can learn from the picture."

Help the children to recognize such broadcasting features as the microphones, the script, the performers, the light signals which indicate whether the show is on or off the air, the enclosed engineer's booth, the necessity for signals, the ever-present clock. After discussing the picture, read and discuss page 168.

A Letter to Ring (Pages 169-171)

Say, "In this next story Tom and Susan hear something over the radio that makes them want to send a message to the radio station. Read the story to find out what it was."

After reading the story and discussing Tom's message to the radio station, ask, "What is the easiest way to send such a message? Why did they not telephone? What did Tom do to make his letter go faster?" Develop an understanding of the use of an air-mail stamp, how much it costs, how it looks, how an air-mail letter is handled, etc.

Encourage children to bring in air-mail stamps and other stamps. If any of the children are stamp collectors, have them bring their collections to school.

The teacher might arrange for a letter addressed to the group to be received at the school. For example, if a child has moved away recently, arrange with the parents so that he communicates with the group at this time. Call attention to the importance of correct address, postage, etc. Ask, "Does anyone know what would have happened to our letter if it had not been correctly addressed? What would have happened if there had been no stamp?" If the children cannot answer these questions, suggest that they list them to be answered by further reading, etc. Stress the inconvenience to mail clerks if errors occur.

Off to Greenfield (Pages 172-180)

After the children have read "A Letter to Ring" and studied the pictures on pages 172, 173, 174, 176, and 177, have them dictate a list of the different things done with Tom's air-mail letter by postal employees.

Explain that the boy in the picture on page 179 works for the Better Dog Food Company, not the post office.

The Picture Comes (Pages 181-190)

After reading this story and studying the pictures on pages 183-188, the children should dictate a step-by-step list of the different steps taken in getting the picture to Tom by regular mail.

Help the children to realize that the postal service demands responsible workers. During the discussion ask, "If you wanted to send a letter to someone in _____ (some city a thousand miles away), what advantage would you see in sending it by airplane? If you wanted to send a letter to _____ (the next town), how would you send it? Why? Suppose a bad storm is coming very soon. How do you think the message warning people can best be sent?" Help the children see that each way of transmitting messages has its advantages.

Study the picture on page 182 and help the children understand something of television.

At this point a trip to the local post office might be planned. The class might write a composite letter to the postal officials asking for permission to make this visit. Suggest to the children that on the day of the trip they take a letter addressed to themselves, mail it, and actually see the postal workers take it through the various steps in the post office. Have one child copy the composite letter and then go with the total group to mail it. If the letter is mailed in a corner mail box, call attention to the "pick up" schedule.

Before taking such a trip, the teacher might show any one of the three movies, *Letter to Grandmother*, *The Mail*, or *Post Office*. In terms of the annotations (see Bibliography, page 47) choose the one which best fits the local situation.

If a trip to a post office has been made, discuss all that was done and seen. With *Someday Soon* in the hands of the children, compare the post office visited with the one described and pictured in the text.

After the trip the movie might be reshown. The pictures will hold much more meaning for children after they have had this firsthand experience.

Check the questions listed previously to see to what extent they have been answered. Write a letter of thanks to the post office officials. When the letter mailed at the post office by the children is delivered at school, help them recall what has happened to it.

The Mailman Goes Home (Pages 191-196)

Say, "The last story in this section of *Someday Soon* tells what Tom's mailman does when he finishes his work. Let's read it and see if he does the same things that your fathers do." In the discussion that follows help the children appreciate the mailman's happy family life. Help them understand, too, the satisfactions which come to the mailman from his work even though he sometimes gets very tired of it.

If possible, the postman who brings mail to the school should be invited to talk to the group. The movie, *Mailman* (see Bibliography, page 47) might

be shown first. This will give the children added information which will contribute to the value of the interview. As the time for the visit approaches, help the children choose one child to watch for the mailman and introduce him to the group. Encourage the children to visit freely, asking questions and telling the postman of things they have learned about mail. One child should ask him to write on a paper his name and address so that they may write him a letter of thanks following the visit.

The teacher might suggest that she knew of a group of children who made a post office in their room. She might then ask if they would like to make one. The colored filmstrip, *Let's Make a Post Office*, might be shown.

Dramatic play in such a post office can be of great value in achieving the objectives of this unit. As the children buy stamps and mail letters, as these stamps are cancelled, the letters sorted, and the mail bags taken to train, bus, or plane, the children are living the parts of the workers who help in the sending of messages. In watching such play, the teacher is able to tell the extent to which the children understand the work of the men and machines involved in this particular service. Such a post office also stimulates letter writing and so provides for growth in the ability to write messages. Building such a post office and playing in it makes it necessary for the children to work and play together and so makes one more provision for this aspect of social growth.

Culminating Activity

After the children have grown accustomed to using their post office, they might invite other groups of children in the school to use it. If it is near Christmas, Valentine's Day, or Easter, all of the children in the school might be invited to send cards or valentines through the Post Office. In carrying on such an activity the children from other rooms should enter into the spirit of the dramatic play, buying stamps for their messages with toy money, dropping the letters through the letter slot, etc. The letters and cards could then be delivered to the various rooms by the children engaged in the study, each child who acts as postman taking one room for his route. These postmen might well be selected from those children who have expressed a vocational interest in the field of communication.

Bibliography

Books

- BEATY, JOHN YOCUM. *Story Pictures of Our Neighbors*. Chicago: Beckley-Cardy Company, 1938.
- PARK, DOROTHEA. *Here Comes the Postman*. Boston: Houghton Mifflin Company, 1936.

Pictures

Carrying the Mail—Numbers 28-41; *Development of the Telephone*—Numbers 52-64; *How a Modern Newspaper Is Made*—Numbers 20-27. Creative Education Society, Mankato, Minnesota.

Filmstrip

Let's Make a Post Office—TOF #4. Midwest Visual Education Service, 2819 Arbor Street, Ames, Iowa.

Movies

How to Use the Telephone. (Sound) 10 minutes. 1947. Teaching Films, Inc., 2 West 20th Street, New York 11, New York. Introduces primary grades to use of the telephone and explains how it operates.

Letter to Grandmother. (Sound) 19 minutes. 1942. Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois. What happens to a letter when you mail it in your city to a friend in the country. Shows the function of the U. S. mail by tracing a letter from its writing through the postal system to its rural delivery and by following a parcel post package on the return journey.

The Mail. (Silent or Sound) 10 minutes. 1938. United World Films, Inc., RCA Building, 30 Rockefeller Plaza, New York 20, New York. A letter is written, addressed, mailed, and carried across the country on a streamlined train. An answer goes back air mail, special delivery.

Mailman. (Sound) 10 minutes. 1947. Encyclopaedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6, Illinois. Produced in coöperation with U. S. Post Office Department. Designed to show primary-grade children how the U. S. post office system operates. Follows both a city and a rural mailman on their appointed rounds and explains graphically to the children how postmen sort mail and deliver it, as well as emphasizing the great social responsibilities of Uncle Sam's letter carriers.

Post Office. (Silent or Sound) 15 minutes. 1938. Educational Film Service, 180 North Union Street, Battle Creek, Michigan. The complete story of mailing a letter. Jack writes to his cousin in the city. The letter is mailed in the rural post box, is picked up by the rural carrier and brought into the city post office. Cancellation, sorting, tying, pouching, transportation on the mail car, sorting by clerks and carrier, and the delivery of the letter all are shown.

UNIT SIX

Fun for Everyone

Preliminary Activity and Discussion

The unit is planned to help children realize that fun and recreation are essential to good living and that different people enjoy different types of recreation. It also develops the concept that through coöperative planning, opportunities and facilities for recreation are made available to all members of a community which few individuals could provide for themselves. And finally it brings out the idea that the worker who provides this service for a community is making a significant contribution.

Through questions and comments the teacher can encourage the children to tell of fun they have had in their own community. She might then say, "We have been studying about workers here in our community. Are there any workers here who help you have a good time? Who are they? How do they help you?" If there are relatives or friends of particular children who are engaged in this kind of work, these children should be encouraged to tell about them. After this discussion, ask, "Have you found out what the next part of *Someday Soon* is about?"

Distribute the books and turn to page 197. Read the titles on page 197 with the children and discuss them.

Workers Who Help Us Play (Pages 198-199)

Ask, "What does the picture on page 198 show? Do you think this is the picture the mailman's family went to see? Look at the picture on page 199. Where have you seen this picture before?" If none of the children remember that this is one of the interesting things that Tom and Susan saw on their trip, have them turn to page 125 and compare the pictures. After some discussion say, "Why do you think this picture has been put into the book again? Read these two pages and see if you can find out." In discussing this material, talk about the picture-shows which the children attend and the workers whom they have seen there, such as the girl who sells tickets, ushers, operator, etc. Encourage the children to tell of movie actors whom they enjoy; develop the concept that these people are also workers. Interpret the final sentence in terms of parks and playgrounds which the children know.

Rich as the Pringles (Pages 200-206)

Recall the discussion concerning parks and playgrounds of the previous day. Then say, "Tom and Susan learned something new about parks one day. Read this next story and see if it is new to you." In discussing this story, develop

the idea that parks belong to all the people of a town, city, state, or nation. Help the children begin to understand the work that is involved in caring for them. Discuss this in terms of the parks and the workers that the children know. Encourage the children to tell of parks they have visited and fun they have had there. Stress the idea that one does not have to be rich to enjoy parks. Suggest that the children list the next day the names of all the city and state parks in or near their community. Encourage them to talk this over with their parents.

If possible, plan a trip to a near-by park. Talk to the caretaker, finding out something about his work. Call attention to the beauty of the park, even though this is limited to a little brook or one lovely tree.

What Is a Tax? (Pages 207-211)

More about Taxes (Work Pages 212-213)

Say, "We have learned a good many things about parks, and we know they belong to all of us. But how do we pay for them?" If the children know that they are paid for by taxes, talk about what is meant by taxes, how they are paid, where, etc. Then read "What Is a Tax?" to find out about some things besides parks paid for by taxes.

If the children do not know how parks are paid for, read the first paragraph in "What Is a Tax?" to find out. Then continue as suggested above.

In discussing this story, compare the things paid for by taxes in Tom's city with the things paid for by taxes in the local community. Compare the local library with that pictured on page 209, bringing out likenesses and differences. Emphasize the care of public property, school properties, library books, park benches, etc. Show the children that people who destroy such public property are only destroying what they or their parents have helped to pay for through taxes.

In "More about Taxes" help the children understand how the facilities pictured on pages 212-213 are used. Lead any children who have had experiences in such places to tell about them.

About this time encourage the children to make a survey of their own community, listing on the blackboard the recreational benefits maintained for the people of their particular community. If in a small place, a tour might be taken to see what services are being provided. If in a city, places in the immediate neighborhood might be visited to see what is being provided by the larger community. Develop the understanding that each community in a large city has such benefits—parks, branch libraries, swimming pools, etc. Explain also that large cities usually have all-city units, such as large parks, zoos, museums, etc.

Fun at the Library (Pages 214-220)

Introduce this story by calling attention to the title. Ask, "How many do have fun at the library? How do you have fun? Do you ever meet interesting people at the library? Susan met someone interesting. Read this story and find out who she was, why she was interesting, and how the library helped her."

Through discussion help the children sense the feeling Nancy's grandmother had for the country which she called her old home, and for this country which she now called home. Then develop an understanding of the resources of the library, for pleasure reading and for information. Stress the fact that the librarian or a helper is willing to try to find the answer to any question.

Call attention to the picture on page 220. Ask, "Have any of you ever been to the library for a story hour?" Suggest the rereading of the page and ask if the children have heard the story which Miss Young is telling. Either read the book or play the recording, *The 500 Hats of Bartholomew Cubbins*, by Dr. Seuss.

Ask how many have library cards and how many get books often. Tell the children you have read a story about a little boy who had a terrible time getting a library card and it was so funny you thought they would enjoy it. Read Chapter One of *Rufus M.*, by Eleanor Estes.

Books for Everyone (Work Pages 221-223)

Show the children a book which you have borrowed from a library on your own card. This should be a book which they will enjoy, such as those indicated above. Examine with them the library card, helping them find the name, address, and date due. Using the calendar, help them figure out for how long books may be borrowed from this particular library. Then say, "Some of you said yesterday that you had library cards of your own. How did you get them? Let's read this next story, 'Books for Everyone,' to see if Tom and Susan get cards from their library in the same way."

If no one has a library card, tell how children in the local community can get library cards and then read for the same purpose. If possible, have available a child's card from the local public library. Compare this card with the one pictured. In the discussion make sure that every child understands that he can have a library card and how he should go about it to get one. Stress the responsibilities of children toward a library, explaining the reasons for fines. Emphasize the care of books.

Plan and make a visit to the local library. Arrange with the librarian to talk to the children about her work, to show them where books of their reading level are located, to help them select several books to take back to school, to help individual children "take out" library cards and, if possible to tell or

read them a story. In the discussion following this trip, develop an appreciation of library workers so that the children will see them as persons to whom they can go for help throughout their school lives as well as afterward. Help the children write a letter of thanks to the librarian.

Tell of another book in which an exciting thing happened to two girls who visited a library. Read Chapter Five of *Thimble Summer*, by Elizabeth Enright. Throughout the remainder of the year give added attention to building a lasting interest in books. Use the books borrowed on the library trip during free-reading periods and as a basis for dramatization and illustration. Encourage the children to bring in books which they have enjoyed, to tell about them and share them with other children.

Create an interest in "fixing up" a corner of the schoolroom for a library.

Help individuals prepare short stories which they can read or tell and which younger children will enjoy.

Have a "library party" to which the children might invite their younger brothers and sisters or the kindergarten and during which the stories are read or told.

Fun at the Playground (Pages 224-225)

Say, "Tom and Susan had a fine place to play in the summertime. It was a place that all the people in the community paid for with taxes so that the children would have a place to play. What do you suppose it was? Read this story and see if we have a place like this in our community."

In discussing the picture and the text, build upon the children's experiences. If there is a playground in the community, help the children recall the experiences they have had there and the workers who helped them have a good time there. If it is a small town or rural community, explain that many people in cities do not have yards in which their children may play. Develop an understanding of the types of workers needed on such a playground and the ways in which they can be of service.

Making a Neighborhood (Pages 226-230)

Stimulate the study of the picture on pages 226-227 by asking, "What do you think this picture shows? Who do you suppose made these things? What are they made of?" Have the children read pages 226-227 to see how nearly right they have been. Then say, "The children discovered some interesting things about their community from the little neighborhood that they made. Finish the story and find out what they learned about Newhill."

In discussing this story help the children understand the similarity of the make-up of city neighborhoods; all have schools, churches, stores, and facilities

for protecting people and their property, for sending messages and for providing food and recreation.

In discussing pages 229-230, lead the children to a beginning interest in the history of their own community. Suggest that they find out from their parents which part of their town is the oldest, how the town started, and some important changes that took place as the town grew. Discuss these questions, comparing the growth of the local community with the growth of Newhill. If the children live in a rural community, they should be helped to see how it has changed.

If a pictorial map of the neighborhood was made on which each child located his own home, the map should be used at this time (see *Guidebook* page 11). If some other approach was made, such a map might be made now. The map should now include representations of those aspects of community living with which the children have been concerned in this study, such as stores, a library, the post office or corner mail box, the fire station, etc.

Culminating Activity

In rounding out this unit the emphasis should be centered on the workers who help the children play. Study with the children the completed pictorial map with these questions in mind: "What have we shown on our map that is paid for by all of the people in the community when they pay their taxes? Which of these things help us have a good time?"

Following this discussion, say, "Let's see how many workers we can name who help us play in our own community." List these workers on the blackboard. The list might include the librarian, the caretaker of the park, the swimming-pool lifeguard, the movie show usher, etc. Ask, "Do we know any of these workers personally? Which ones?" Write the person's name after his title. "Which of these workers are paid from your parents' tax money? Can you think of anything else that this community could do to help children have a good time?"

Bibliography

Books

BEATY, JOHN YOCUM. *Story Pictures of Our Neighbors*. Chicago: Beckley-Cardy Company, 1938.

ENRIGHT, ELIZABETH. *Thimble Summer*. New York: Rinehart & Company, Inc., 1938.

ESTES, ELEANOR. *Rufus M.* New York: Harcourt, Brace & Company, 1943.

JOHNSON, ELEANOR M. *Library—Unit Study Book #110* Columbus, Ohio: American Education Press, 1941.

Movies

It's Your Library. (Sound) 10 minutes, 1947. Teaching Films, Inc., 2 West 20th Street, New York 11, New York.

The Librarian (Your Life Work). (Sound) 11 minutes. 1947. Carl F. Mahnke Productions, 2708 Beaver Avenue, Des Moines 10, Iowa. Librarians must like people and books, because their work is to bring them together.

UNIT SEVEN

Not Too Soon

Preliminary Activity and Discussion

This short closing unit is designed to provide a summary of the understandings earlier introduced and to develop the concept that schooling is of basic importance to boys and girls as they look forward to becoming the workers of some community.

Help the children recall the conversation at the beginning of the study of the community and its workers when they talked about what they wanted to be when they grew up. If these choices were listed in some permanent way, bring out the list at this time. Ask if any of the children have changed their minds and why.

Workers Who Are Learning (Pages 232-236)

Discuss the titles of the unit, "Not Too Soon" and "Workers Who Are Learning," leading the children to conjecture as to their meaning. Then say, "In the next story we will find out why this part of our book is called 'Not Too Soon.'" Referring to the subtitle, help the children understand that school provides a necessary background for the work that they will do.

When talking about the playground workers' plans for further study, ask if the children know of young men and women who are still going to school. Encourage them to tell of such students and of what they are planning to be when they finish their courses in colleges or special schools. In discussing Tom's change of plan, ask why the children think Tom changed his mind about what he wanted to be. Associate this with the way individuals in the class have changed their minds and point out that they no doubt will change their minds again and again.

Back to School (Pages 237-241)

Look at the picture on page 240 and talk about what is happening in the picture. Compare it with the picture on page 5. Then say, "As I read this story, there was one part that seemed to me to be very important. After you have read it, let's talk about what to you is the most important part." This should result in a discussion centering on the final sentence on page 241.

Culminating Activity

If the children's proposed occupations were not listed under certain categories at the beginning of the study, this should be done now so that they can see themselves as workers contributing to protection, transportation, recrea-

tion, or some other phase of community living. Discuss the work which each child wants to do, emphasizing the contributions which it will enable him to make to community living and the pleasures connected with the job. Again emphasize the many, many workers who are needed in every community and how every worker contributes to the welfare of the other persons in the community.

The children might "dress up" to represent what they want to be when they grow up. Each might then tell why he has chosen this particular occupation, stressing its service to the community and bringing out some of the things he has learned through the study of the various units.

In planning such a program it would be well to group workers in terms of the ten categories of human activities listed on page 6. Some of the "workers" either as individuals or as groups may wish to explain their work through dramatic play rather than through a short speech. For example, a child who wants to be a fireman may play at putting out a fire.

As an appropriate conclusion to this program in which the children dramatize those occupations which, someday soon, they hope to follow, the teacher might arrange for short talks from parents or other members of the community. Among the adult speakers should be some who have fulfilled what, not so long ago, was a childhood dream.



Someday Soon

A STUDY OF A COMMUNITY
AND ITS WORKERS

by PAUL R. HANNA *and* GENEVIEVE ANDERSON HOYT
WILLIAM S. GRAY, *Reading Director*

Illustrated by Frances Foy and Clotilde Embree Funk

THE SOCIAL STUDIES PROGRAM
CURRICULUM FOUNDATION SERIES
A REVISION OF SUSAN'S NEIGHBORS

Scott, Foresman and Company

CHICAGO ATLANTA DALLAS NEW YORK



Stories

NO MORE SCHOOL

Someday Soon	6
<i>Work Page: The Shoe Store</i>	12

FIREMEN ARE NEEDED

Workers Who Protect Us	14
Fix It, Mr. Wells	16
A Watch in the Night	23
The Fire	28
Tom Takes a Turn	35
Joe, the Cook	39
<i>Work Pages: More about Fires</i>	43
A Fire on a Farm	46
<i>Work Page: Police Protect Us, Too</i>	49
Johnny and the Police	50
<i>Work Pages: Other Workers Who Protect Us</i> ..	53

FOOD FOR EVERYONE

Workers Who Produce Our Food	56
Bigger and Better	58
So Much and No More	62
Mr. Brown's Work	68

COPYRIGHT, 1948, BY SCOTT, FORESMAN AND COMPANY
PREVIOUS COPYRIGHT 1947, BY SCOTT, FORESMAN AND COMPANY
PRINTED IN THE UNITED STATES OF AMERICA

Every Ten Minutes.....	69
An Oven as Big as a House.....	72
Bakery to Store to Home.....	76
<i>Work Pages: Another Kind of Bakery.....</i>	80
Another Kind of Food.....	81
Cherries to Can.....	82
<i>Work Pages: Cooking in Cans.....</i>	84

GOING PLACES

Workers Who Help Us Travel.....	88
Trains.....	90
Signals.....	98
On Time.....	103
A Long Trip.....	107
<i>Work Pages: More about Trains.....</i>	115
New Friends.....	119
There at Last.....	123
Going Home.....	132
<i>Work Pages: All over the Plane.....</i>	136
In the Air.....	138
By Bus and by Taxi.....	144

FROM ONE TO ANOTHER

<i>Work Pages: Workers Who Send Our Messages..</i>	148
I Dare You.....	150
Knowing How.....	156
<i>Work Pages: Central.....</i>	163
Your Newspaper.....	166
A Radio Station.....	168
A Letter to Ring.....	169
Off to Greenfield.....	172
The Picture Comes.....	181
The Mailman Goes Home.....	191

FUN FOR EVERYONE

Workers Who Help Us Play	198
Rich as the Pringles	200
What Is a Tax?	207
<i>Work Pages</i> : More about Taxes	212
Fun at the Library	214
<i>Work Pages</i> : Books for Everyone	221
Fun at the Playground	224
Making a Neighborhood	226

NOT TOO SOON

Workers Who Are Learning	232
Back to School	237



No More School





Someday Soon

Summer time! Vacation time!

Vacation time! Fun time!

School is fun, but so is vacation
when summer comes.

Tom White and his sister, Susan,
and all the children thought so.

"Hoo-ee-ee!" called Tom.

"I like vacation time. Now I can play all day."



Bow-wow! Bow-wow-wow-wow! went Tom's little dog, Jip.

Jip didn't know it was vacation time, but he was happy when Tom was happy.



Tom's friend, David, was going home to the farm in the school bus.

"I wish you lived here in the city," Tom said to him. "You and I would have all kinds of fun this summer.

Don't you wish you lived in the city?"

"Oh, no," David said. "My father could not have a farm in the city."

"Your father could do other work," Tom said. "There are all kinds of work in a city."

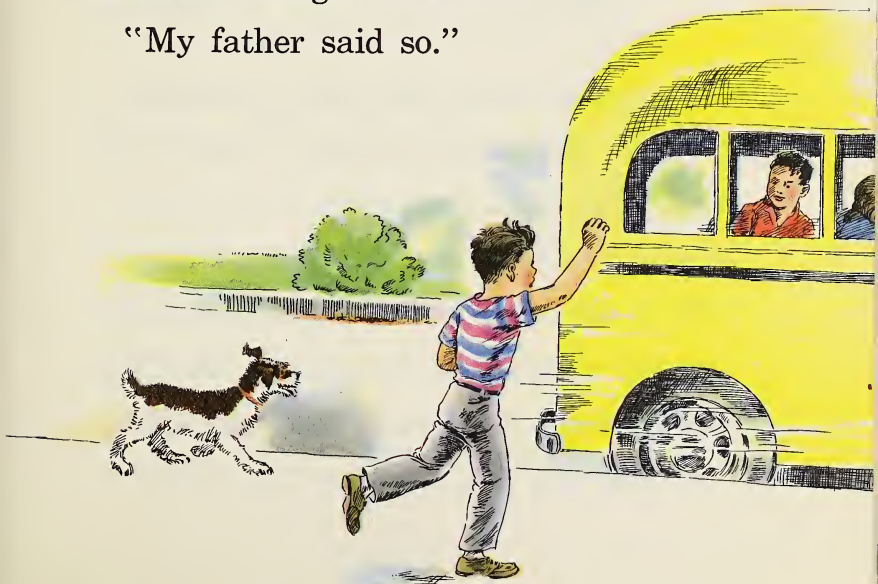
"Not for my father," David said.

"He likes farming, and so do I. When I am big, I am going to have a farm."

"Not very soon," Tom laughed.

"Sooner than you think," David called as the bus began to move.

"My father said so."





Tom went home, and then he began to think. He thought about what David had said to him.

Someday David would have a farm.
He would be a worker like his father.
Someday Tom and David and all their friends would be workers of some kind.
Someday soon.

That night Tom said to his father,
“Do I have to work in your store when
I am big?”

“No,” said his father, “not if you
don’t want to. There are all kinds
of work to do in a city. What do you
think you want to do?”

“I want to be a fireman,” Tom said.

“Oh,” laughed Mother, “every boy
thinks that. Not every boy can be
a fireman. We need other kinds
of work in a city, too.”

“I want to be a fireman,” Tom said.
“And someday I am going to be one.
Someday soon.”

“Not very soon,” said Susan.

“Sooner than you think,” said Father.

“Oh, not too soon,” said Mother.



The Shoe Store

This is Tom's father, Mr. White.

He is at work in his shoe store.

Where does your mother buy shoes
for you and your family?

Tell why you think shoe stores
are needed.

What work does your father do?

Tell why the work is needed.

Firemen Are Needed

WORKERS WHO PROTECT US



Workers Who Protect Us

Tom's mother was right.

Many, many workers are needed
in a city.

Firemen are workers who are needed
to protect the city from fire.

If your home is in a city, there is
a fire station in your neighborhood.

Do you know where it is?

Do you know any firemen?

Would you like to be a fireman?

Maybe your next-door neighbor is a fireman, or maybe a fireman lives down the street from your house.

Maybe your father is a fireman.

Yes! Maybe he is!

A fireman lived next door to Susan and Tom. His name was Mr. Wells.

One day soon after Mr. Wells moved into the neighborhood, he saw Peter playing with an old toy horse.

"Peter," he said, "that's a fine horse you have, but it needs a new tail.

Let me take it to the fire station, and I will put a tail on it."

The next day he gave the horse back. It was painted and had a fine black tail.

Read the next story and find out why firemen have time to do things like that.



Fix It, Mr. Wells

One night Peter had another toy that needed fixing.

"Wells, come out," he called.

"Wells, fix. Fix, Wells."

But Mr. Wells did not come out.

Mr. Wells was not at home.

All the other men in the neighborhood were home from work. Peter's father was reading his paper. Jack's father was playing ball with Jack and Tom.

All up and down the street the fathers were reading or working in the yards or just talking.

"Wells! Wells!" Peter called.

Mr. Wells did not come out, but at last Mrs. Wells came to the door.

"Mr. Wells is working," she said.

"He is?" asked Peter. "Didn't Wells have any dinner?"

"Oh, yes, Peter," Mrs. Wells said.

"He ate his dinner at the fire station, and he will sleep there, too.

Ask Tom to take you to the station. Mr. Wells will fix your toy there."

There was nothing Tom liked so well as to go to the fire station.

"Come on, Peter," he said. "We will find Mr. Wells."

"Wait for me," Susan called.

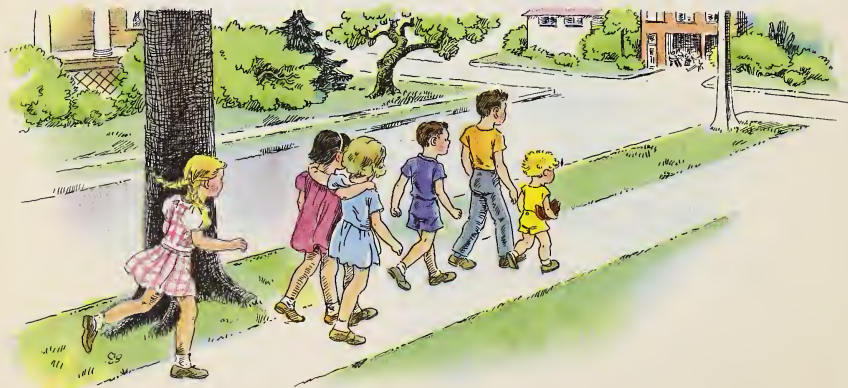
And Jack called from his yard,
"Wait for me. I am coming, too."

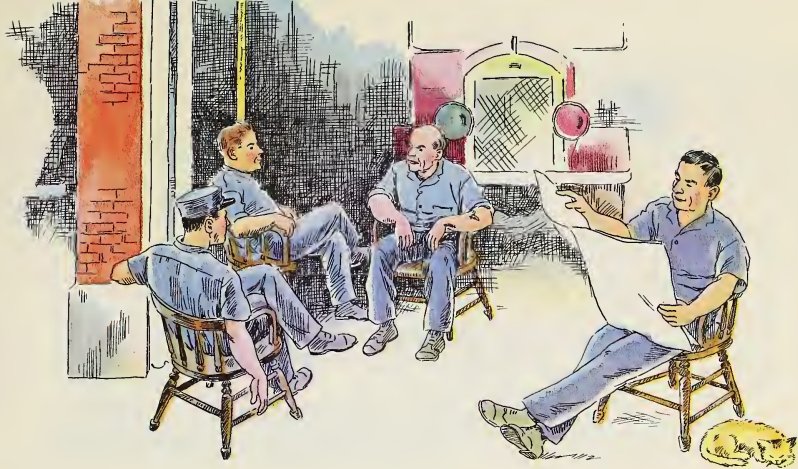
Then Nancy and Ellen saw them.

"Where are you going?" they called.

"To the fire station," sang Peter,
"to the fire station to see Mr. Wells."

"Wait, wait! We are coming, too,"
called Nancy and Ellen.





The big doors of the fire station were open. There sat Mr. Wells and three other firemen, having a rest.

"Why can't Mr. Wells go home now?" Susan thought. "He is not working."

Mr. Wells was working. A fireman works when he just waits and reads his paper, but Susan didn't know that.

"Wells, fix," called Peter.

"I should say I will," said Mr. Wells when he saw Peter's toy.

"Come on in," he called to the others.

"Mr. Wells!" Tom called when he saw the big red fire engine. "May we get up on the fire engine?"

"If you want to," Mr. Wells said.

And the next minute there were children in it, and on it, and all over it.

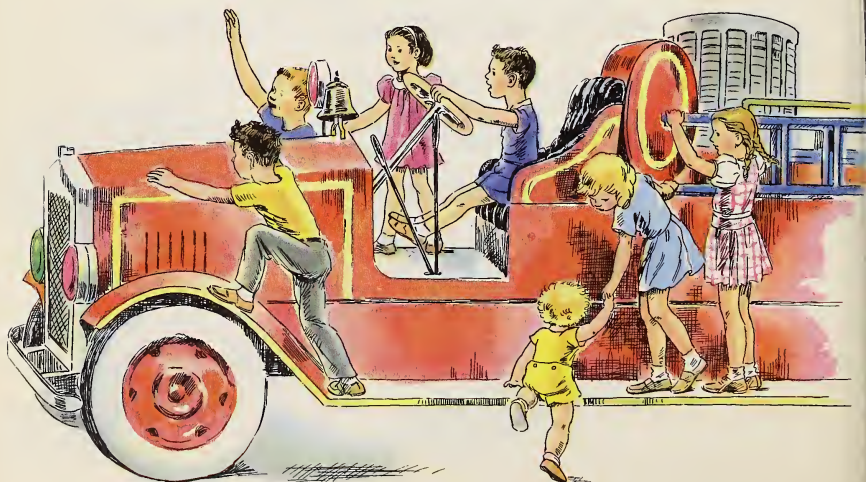
"Watch me!" Jack called.

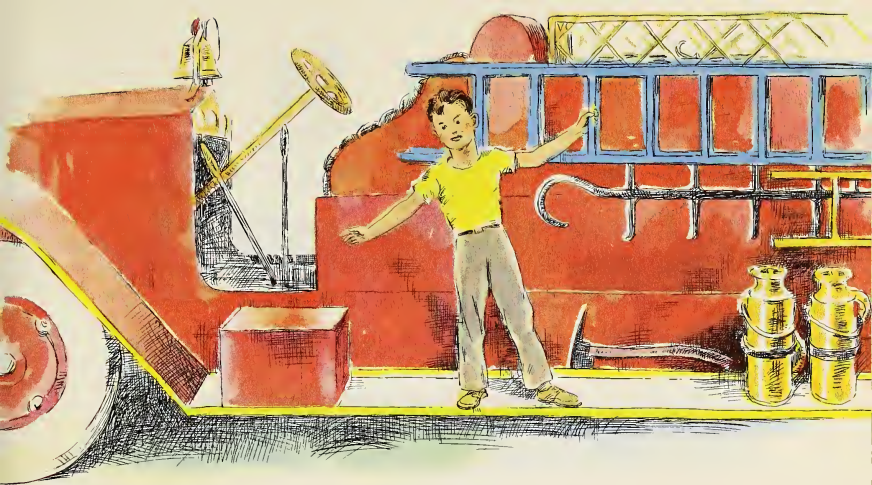
"Ee-ow-ee-ow-ee-ow!"

Here we go! Here we go to the fire!

Get out of our way!

Ee-ow-ee-ow-ee-ow!"





Then Tom jumped onto the big truck where the hooks and ladders were.

"See the hooks and ladders," he called.

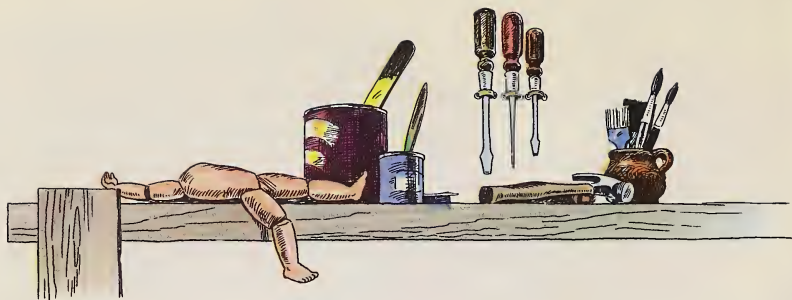
"I wish I could ride to a fire on this hook-and-ladder truck.

Will there be a fire soon?

Oh, Mr. Wells, do you think there will be a fire soon?"

"No one knows," said Mr. Wells.

"That's why we firemen must be here to wait and to watch."



"That is why we have time to fix children's toys," another fireman said.

"I am fixing a doll right now."

"I guess lots of children are glad that firemen can fix toys," Ellen said.

"But Father can fix all of my toys. I am glad that he is not a fireman. He can come home every night."

"Some people have to be firemen," Tom said. "Firemen are needed."

Then the children all said good-by to the firemen and went home to bed. But the firemen stayed at the station to watch and wait.

A Watch in the Night

Night and day, night and day, someone is always on watch at a fire station.

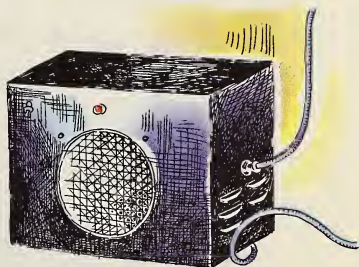
Now it was Mr. Wells' turn to watch, and so the other firemen went to bed.

Then Mr. Wells sat down to fix Peter's toy.

If there was a fire that night, he would know it in one of two ways.

Someone from Central Fire Station would call him over the telephone and tell him, or he would hear about it over the radio.

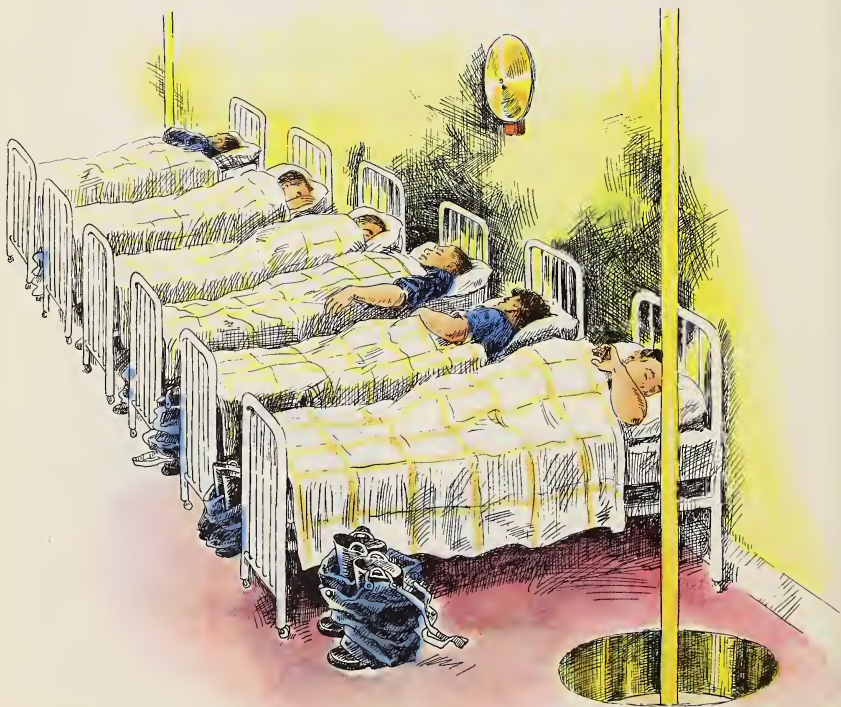
Every fire station in the city had a radio just like this one.



Would there be a fire that night?
No one could tell, so everything
and everyone had to be ready.

Time counts when there is a fire.

When the other firemen went to bed,
they fixed their clothes so they could
jump into them right away.



The firemen's beds were in a room over the fire engines. Stairs went up to the room, but when there was a fire, that was not the way the men went down.

The stairs were too slow then, and time counts when there is a fire.

When there was a fire, the men went down this way.

They went as fast as they could slide, one man right after another.

One second they were upstairs in their beds, and the next second they were downstairs.



It was very still in the station, but Mr. Wells was too busy to get sleepy.

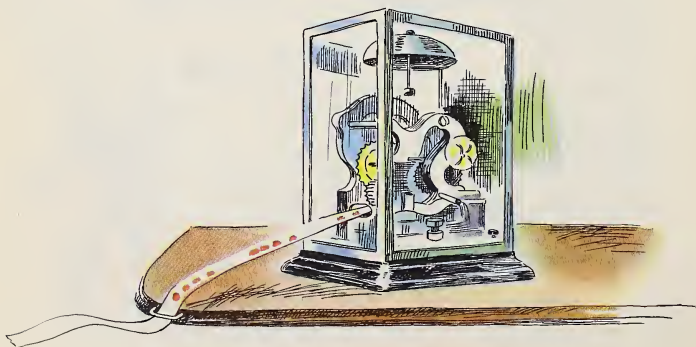
After he fixed Peter's toy, he began to paint a wagon for another boy.

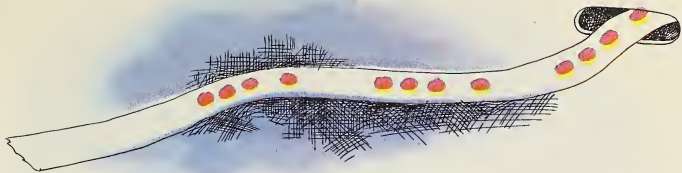
All at once a man at Central Station began to talk over the radio.

A fire! There was a fire somewhere!

Mr. Wells was not painting now, for he had to hear just where that fire was.

He went to look at a little machine that was under the radio. White paper with red spots on it was coming out of the machine.





Mr. Wells counted the red spots.

Three spots, then one more.

A 3 and a 1 was 31. Yes, that was what the radio had said.

The fire was in the neighborhood of Station 31.

Mr. Wells' station was 24. So the men upstairs went on sleeping.

The firemen from Station 31 would put out that fire.

Mr. Wells went back to his painting.

Maybe there would be a fire that night, and maybe there wouldn't.

Mr. Wells watched anyway. Someone is always on watch at a fire station.



The Fire

That very night there was a fire
at the Whites' house.

Tom and his family were sleeping,
and Jip was sleeping in the dog house.
But something was the matter, and
Jip knew it.

Dogs can sleep and watch, too.

Out he ran.

Bow-wow-wow, he went.

Bow-wow-wow!

Wow-wow-wow!





No one could sleep.

"Jip, stop that noise!" Father called.

"Jip, stop that"

Then Father saw why Jip was making so much noise.

The house was on fire!

"Good Jip," he called.

"Mother, get the children downstairs and out of the house right away.

The house is on fire. Move fast!"

He ran to the telephone. There was no time to be lost.

Down the stairs and outdoors went Mother and the children.

"Father!" Susan called. "Come out!

Oh, why doesn't he come out?"

"Sh-sh," Mother said. "He stayed to telephone the fire station."

"Are the firemen on the way here?" called the neighbors.

"Father is calling them now," Tom said.

"Oh, why don't they hurry?"

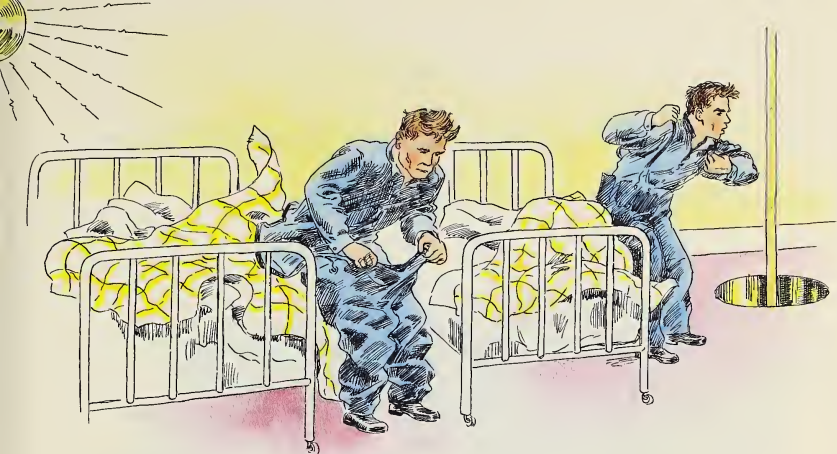
The firemen were hurrying.

Mr. White had called FIRE 1313, and that was Central Fire Station.

The man at Central Fire Station began to send the signal right away.

Mr. Wells saw the paper coming out of the machine with two red spots, then four red spots on it. That was Station 24.

In a second he was ringing the bell over the firemen's beds.



Up they jumped and into their clothes.
In a few seconds they were downstairs,
up on the engines, and out the door.
Time counts when there is a fire.

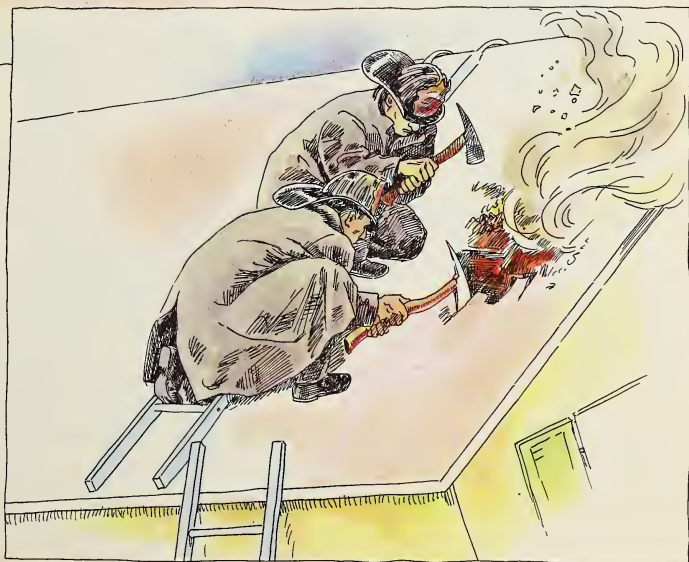


Every fireman knew just what to do
when he got to the fire.

“Ready!” Mr. Wells said.



And up onto the house they went.





After the fire was out, Father thanked Mr. Wells and the other firemen.

"If you had not come as soon as you did, we would not have a house now," he said.

"I know," said Mr. Wells. "Time is what counts when there is a fire."

"Now I see why firemen always have to be ready and watching," Tom said.

"Jip watched, too," Susan said.

"Yes," said Father, "Mr. Wells watched at the station and Jip watched at home. That is why we still have a house."

Tom Takes a Turn

Someone must always be on watch at a fire station, but the same firemen do not stay there all the time.

They take turns working.

At Station 24 the firemen worked for a day and a night. Then they went home, and other firemen came to work.

So the next day Mr. Wells was at home.



When Mr. Wells went back to work, Tom went with him.

"Joe," Mr. Wells said to one of the men, "Tom thinks he wants to be a fireman just for this morning."

"What do you want to do?" Joe asked.

"Anything," Tom said. "I want to do the same things that firemen do."

"Did you hear that?" Joe called to the other firemen. "This boy is willing to do anything and everything.

He will make a real fireman."

"I need a helper," called a fireman.

"I need one, too," called another.

"Wait a minute," laughed Mr. Wells.

"Tom can't be everywhere at once.

I think I will let him help me."

"Yes, sir!" said Tom. "YES, SIR!"

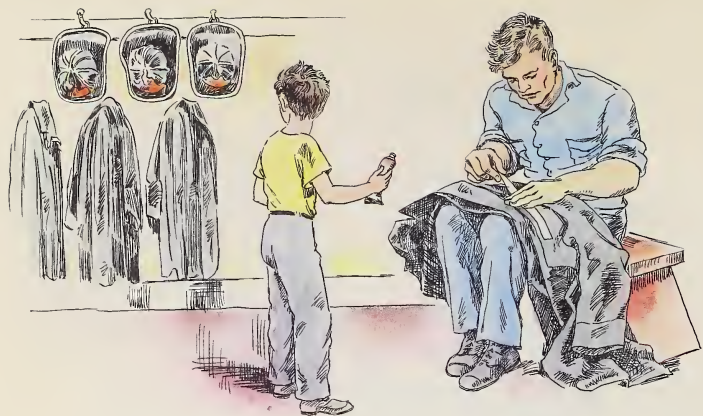


"This engine must go fast or we can't get to fires on time," Mr. Wells said.

"That is why we take good care of it."

Tom helped Joe next.





Then Tom helped Sam.

"If we don't take care of our clothes, they will not protect us," Sam said.

It was fun working at the fire house, but there was one thing more Tom wanted.

"Sam," he said, "Sam, do you care if I wear . . . ?"

"No, I don't care," said Sam, and he put his hat on Tom's head.

"Is this what you want?"

"Oh, yes," said Tom.

"YES, SIR!"





Joe, the Cook

At lunch time Tom found out that Joe was the fireman who did the cooking.

"As a cook, Joe makes a good fireman," Sam said just for a joke.

"Maybe I can't cook," Joe said, "but you always ask for a second helping.

That tells me more than all your talk."

"My father can cook," Tom said.
"Once Mother and Susan and Peter went away, and Father cooked our food until Mother came back.

I was glad when she came back to cook for us, and Father was, too."

The firemen laughed and laughed.

"Tom, that is the way with us," Mr. Wells said.

"Joe is a good cook, but we are glad when we can go home and eat."

"Who wants to cook dinner today?" Joe asked.

"Joe! Joe! Please, Joe, don't make us eat our own cooking," the men called.

Then they all laughed some more.

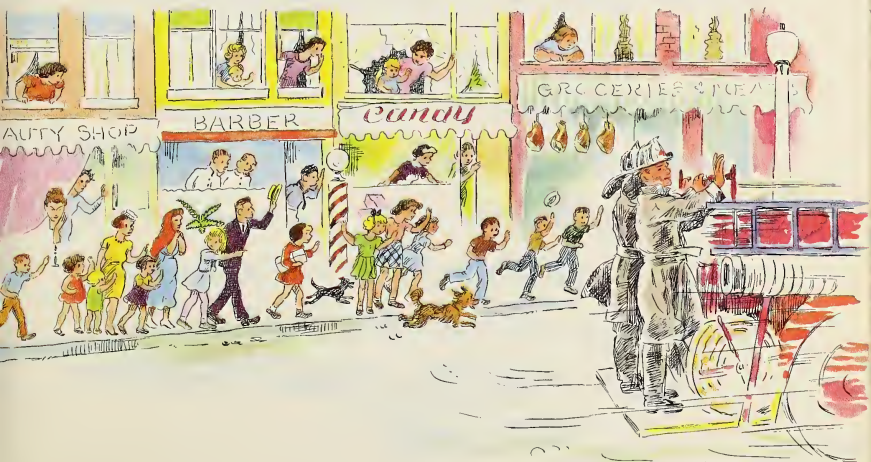
"Firemen like to joke, don't they?" Tom said. "They joke a lot."

"We have to joke and laugh a lot," Sam said. "If we didn't have good times, we couldn't stay here in this fire station waiting and waiting the way we do."

"But all of you like to be firemen, don't you?" Tom asked. "I thought everyone wanted to be a fireman."

"Bill likes to be a fireman," Joe said.

"He likes to ride down the street on a fire engine and have all the people looking at him."



"You men can joke all you want to," Bill said. "But a fireman wouldn't be a real fireman if he didn't like that kind of thing."

"I guess all of us like to be firemen," Mr. Wells said. "Some men earn money one way and some another way, but we all like to earn it."

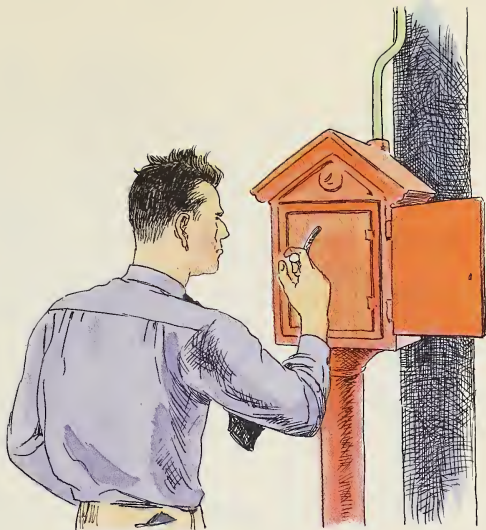
"We all HAVE to earn it," said Bill.

"I have five children. They wear out lots of shoes, and shoes don't grow on trees."

"Well," said Mr. Wells, "apples grow on trees, but it takes money to buy apples at the grocery store."

Yes, we all must work, and I am glad my work is what it is."

"Oh, yes," said Tom, "I would be, too."



More about Fires

The man in this picture is sending a call to a fire station.

There is a call box just like this one in every city neighborhood. When anyone needs to call the fire engines, he opens the call box and pulls what the man in the picture is pulling.

He can read what to do on the door of the box before he opens it.

If you live in the city, you can find a call box in your neighborhood.

It is somewhere along the street.

If you should need to use it to call the fire station, stay near the box until the fire engines come.

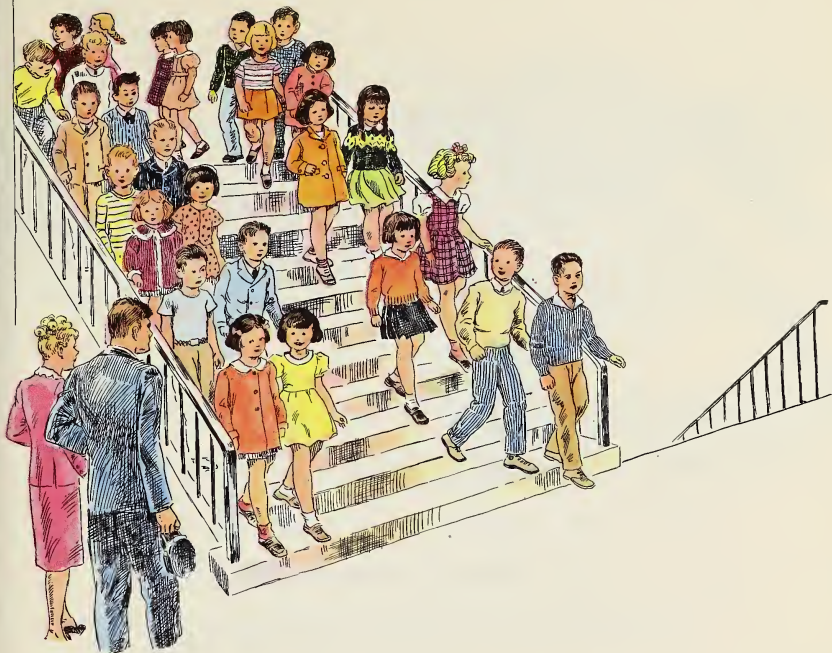
This is why you must stay at the box.

The box works like a telephone, but you cannot talk over it.

Wires run from it to the fire station. If you use the box, you send a signal over the wires to Central Fire Station and to the station in your neighborhood.

Then the men in the fire station know there is a fire somewhere near that box.

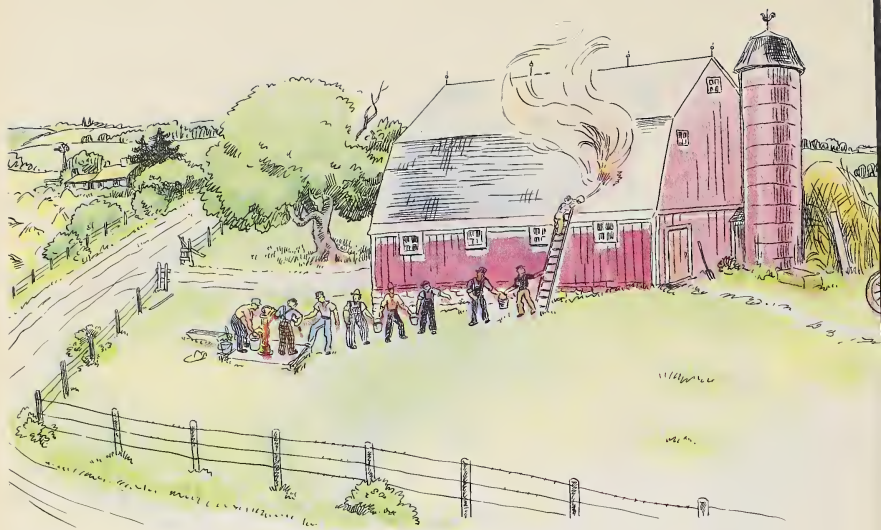
But they don't know just where, and you must be there to tell them when they get to the box.



This fireman has come to see what the children at this school would do if it should catch on fire.

The children are showing how fast they can walk out of the school.

They know that they must all be out in a very few minutes, but no one must run. Why not?



A Fire on a Farm

One day Tom and his family were having a ride in the country.

"Look, Father," Tom called.

"That barn over there is burning."

Father stopped the car to watch.

"Oh, dear," Mother said. "The fire is too big to put out that way.

Is there no fire engine to put out fires in the country?"

"Look, here comes a fire engine!"

Susan called.

"Here it comes!" called Peter.

The fire engine stopped a little way from the Whites' car.

"Well," said Tom, "the firemen took their time. Our firemen at Station 24 got to our house a lot sooner than that."

"Yes, much, much sooner," Father said. "But in the city, firemen are always at the station ready and waiting.

This fire engine had to come from a town near here. And these firemen do other work until there is a fire.

It takes time for country firemen to get to the place where the engine is and start it.

A few minutes count at a fire."



The firemen worked fast, but the fire burned faster.

"The barn would not have burned down if Mr. Wells had come," Tom said.

"Maybe not," said Father, "but the men did their best.

Firemen can't stop every fire."

Peter looked and looked.

"All burned," he said.

"Yes, Peter," said Mother, "all burned."

Police Protect Us, Too

If your father is not a fireman,
maybe he is a policeman.

Or maybe—just maybe—the father
of some other girl or boy in your room
is a policeman.

Ask and find out.

Maybe no one in your room or school
has a father who is a policeman.

But lots of fathers are policemen, and
their children go to school.

The next time you see a policeman
on your street, ask him what school
his children go to.

Policemen like children and are glad
to help you.

You just ask and see.

Johnny and the Police

Peter liked to go to the park and feed the squirrels, and Tom liked to take him.

One morning Johnny went with them. He was one of Peter's friends.

Peter was happy.

And Johnny was happy.

"We are going to the park," sang Johnny.

"At the park I will say, 'Come here, little squirrel. Here is a nut for you.'

That's what I am going to say."

"When I was at Grandfather's house," Peter said, "he let me feed the chickens and the roosters and the ducks."

On their way to the park, Tom and Peter always walked by the police station.

Peter liked policemen.



Left! Left!

Left! Right! Left!

Left! Right! Left! Right! Left!

The policemen were going to work.

"Run," Johnny called. "Run fast, or the policemen will catch us."

And Johnny began to run.

Peter didn't run. He was looking at his friend, Pat.

Pat was the park policeman.

"That's Pat," Peter called.

"Pat! Ride me to the park!"

"Up you go," said Pat.

"And Johnny, too?" asked Peter.

"What about it, Johnny?" called Pat.

"Johnny," called Peter, "see how high I am. Come and ride, too."

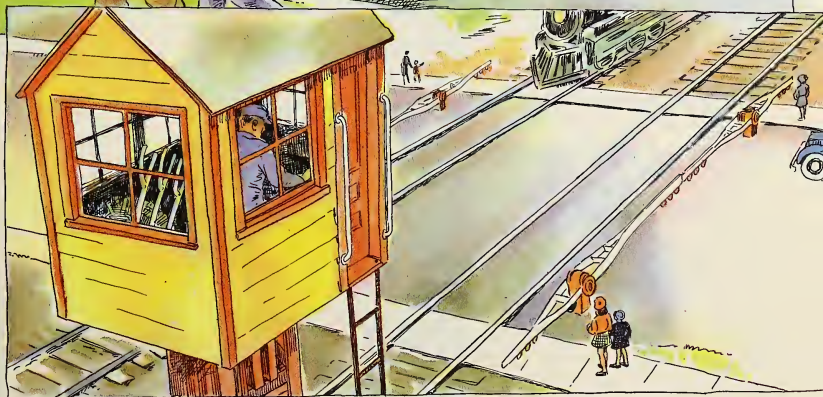
And Johnny came.



Other Workers Who Protect Us

Tell how people are being protected
in these pictures.

Who are protecting the people?



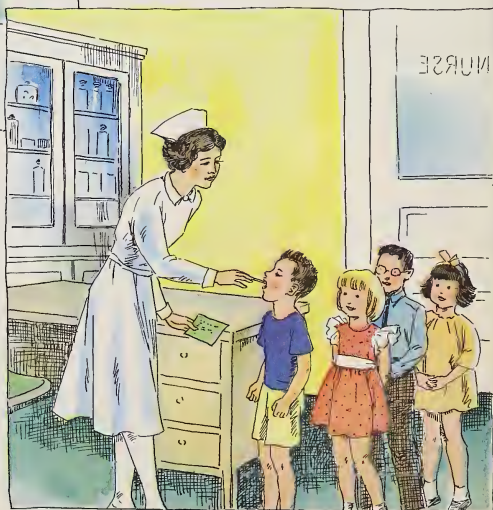
There are people in your neighborhood who protect you and your family in many ways.



Who is this man protecting? Is he protecting you or people who come to your house?

Who protects you as this man does?

Do you have a woman worker like this one at your school?



Food for Everyone

WORKERS WHO PRODUCE

OUR FOOD

Workers Who Produce Our Food

It takes a lot of food for the people
in just one city neighborhood.

It takes a lot of bread.

Tom didn't stop to think who made
the bread that he and his family ate.

He knew bread was made of flour.

He knew flour was made of wheat.

But he didn't stop to think about
the workers who made that wheat
into flour and that flour into bread.

Not until he met his friend Jack
in the grocery store one day.

Then he found out that Jack's father
made the bread that the boys saw there
in the grocery store.



"That same bread?" Tom asked.

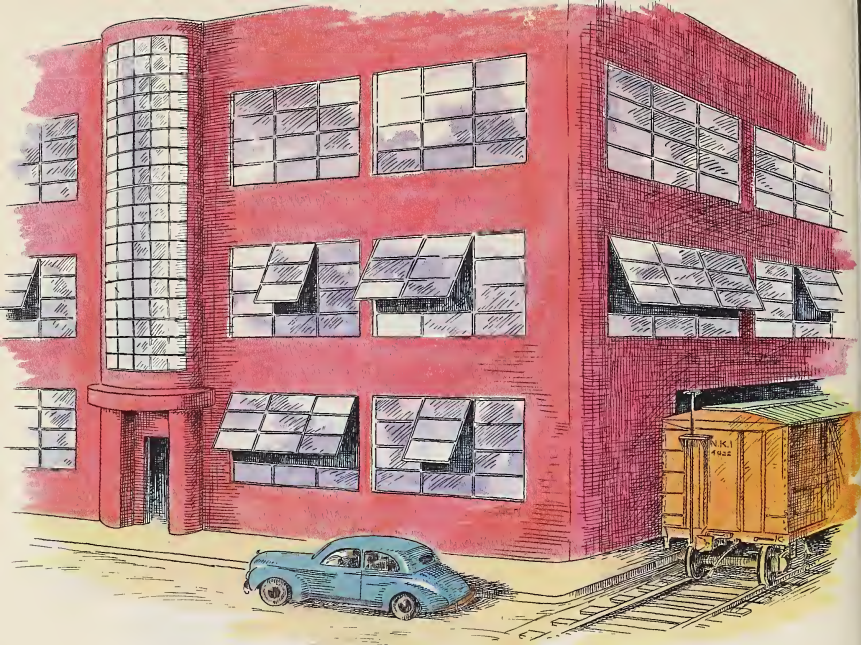
"Does your father bake that bread?"

"He doesn't bake it," Jack said.

"The men who work for him do that.
But Father owns the bakery.

If you would like to go and see it,
I think Father would take us."

And so one morning they both went.



Bigger and Better

"Here," said Mr. Brown as he stopped the car. "This is our bakery."

"Say!" Tom said. "That is big."

"Yes, sir!" said Mr. Brown.

"A lot of the bread that the people in this city eat is baked in our bakery."

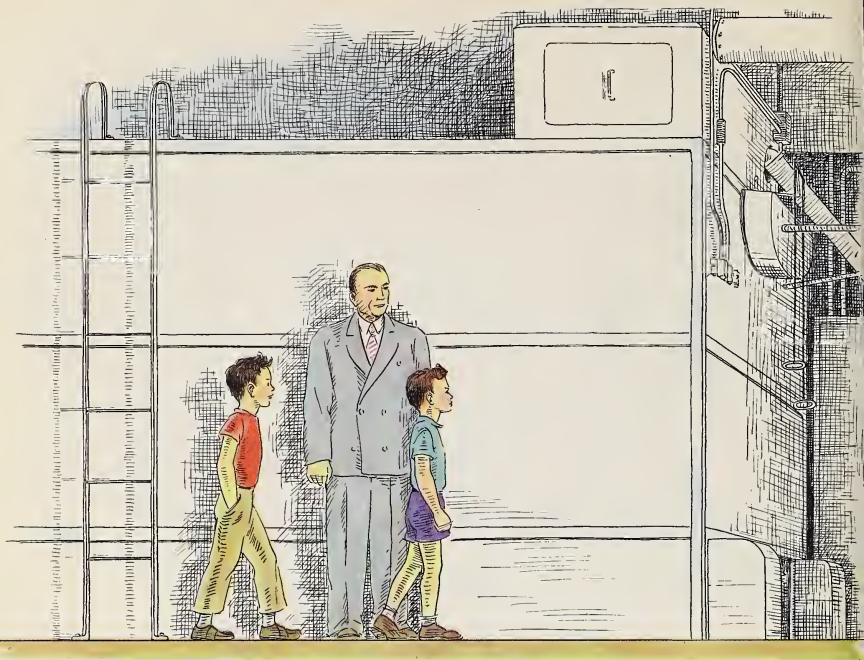
"Well," said Tom, "it has to be big."

"The bigger, the better," said Mr. Brown.
"We bake more bread and feed more people.
But it takes a lot of flour to produce
all that bread."

"Let's climb the stairs now and see
the flour," Jack said.

So they went up, up, up the stairs
to the next floor and then to the next.
There was the flour!

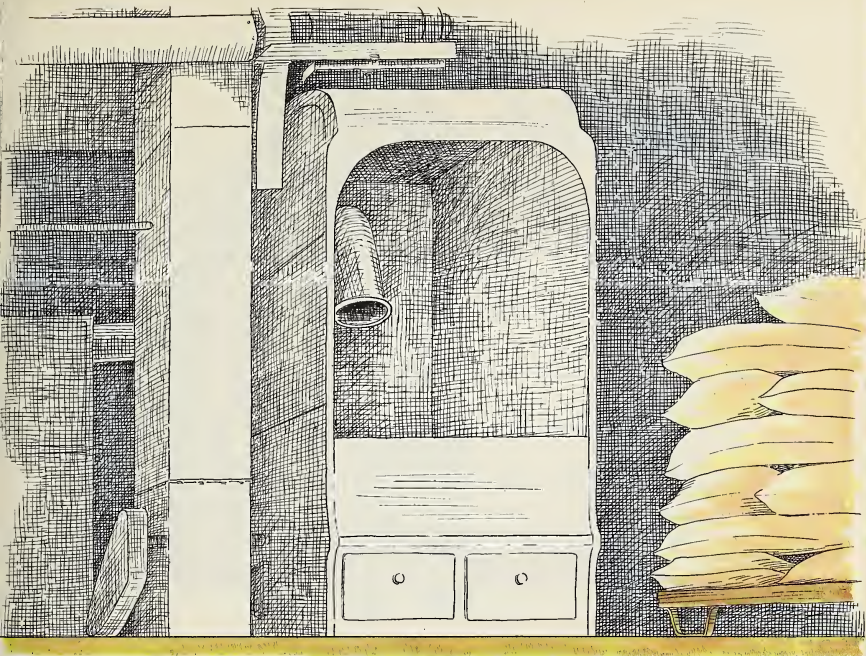




That was Tom's first big surprise, but not his last. There was so very much of everything, and everything was so big.

"Oh, does it take this many machines to make bread?" Tom asked.

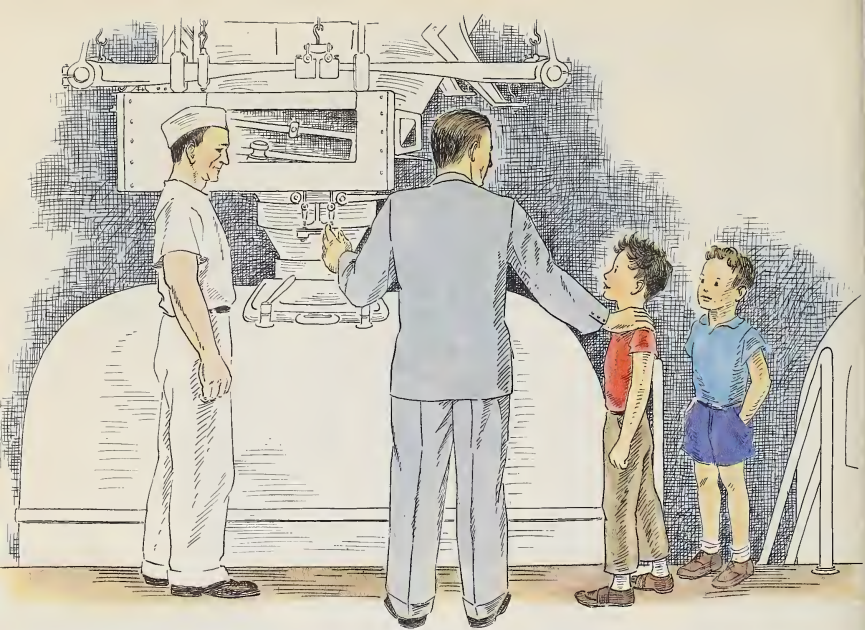
"Why, Tom," said Mr. Brown. "All of these machines just get the flour ready to make the dough."



"Yes," Jack said, "wait until you see all the machines there are downstairs. You will see that it takes them all to make as much bread as we bake."

"Yes, sir," said Mr. Brown, "it takes every machine we have. And we have the best machines that money can buy."

Then down they went to the next floor.



So Much and No More

"Tom," said Mr. Brown, "this is Jim Hill. He is one of my best bakers. Watch him get ready to mix the dough. Jack, you watch, too."

"You see," Jim said, "this is what we mix to make good bread.

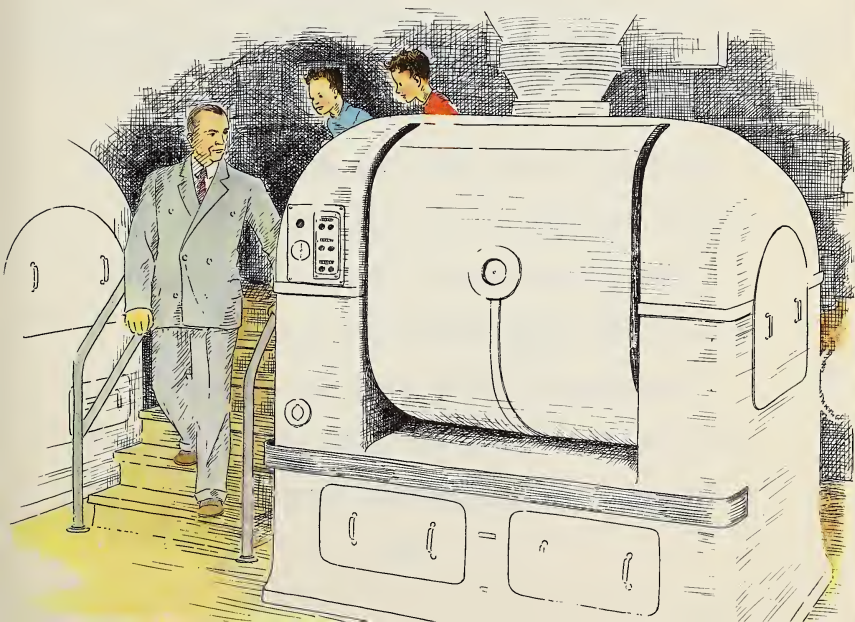
Just so much flour and no more.

Just so much milk and no more."

"There is no guesswork in bread making," said Mr. Brown.

"We know how good bread is made, and we make it that way. This bakery has good machines and good bakers. So it is easy to see why our bread is always good.

Let's go downstairs and see the dough come out of the mixing machine when it is done."



"I can't see anything," Tom said.

"You will," said Jack.

"Yes," said Mr. Brown, "you will when the mixing machine opens."

"Will it open very soon?" Tom asked.

"Just watch," Jim said. "It will open just so many minutes after the machine was started, and not one minute sooner.

That is the way machines work.

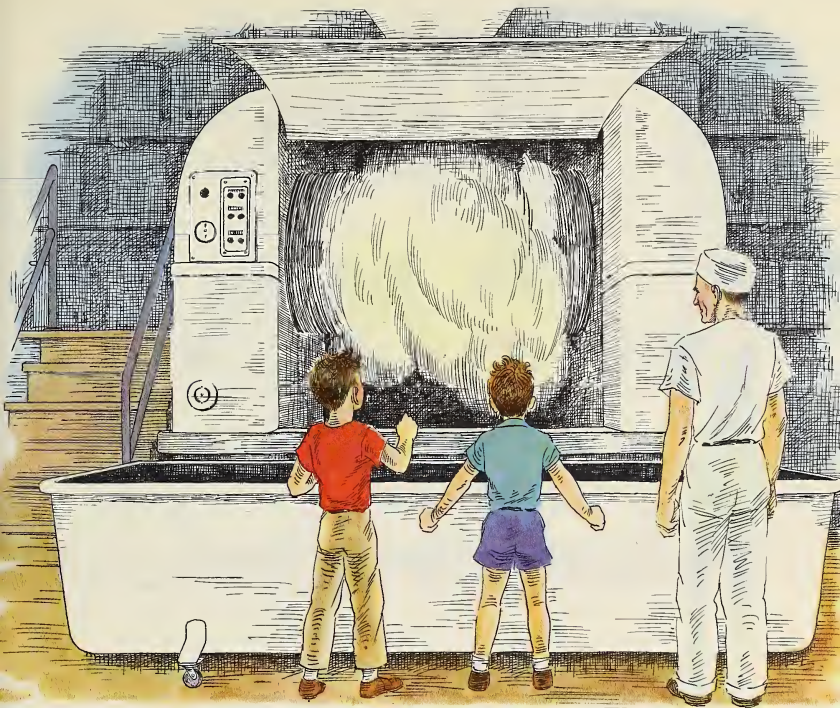
The dough will be mixed by that time and be ready to come out."

Slowly the door of the mixing machine began to open.

"Look, Tom, look," Jack called. "See! The door is opening now.

The dough in the machine is mixed, and now it will come out.

Not too fast! Not too slow!"



Oh, what a noise! Flap! Bang! Flap!

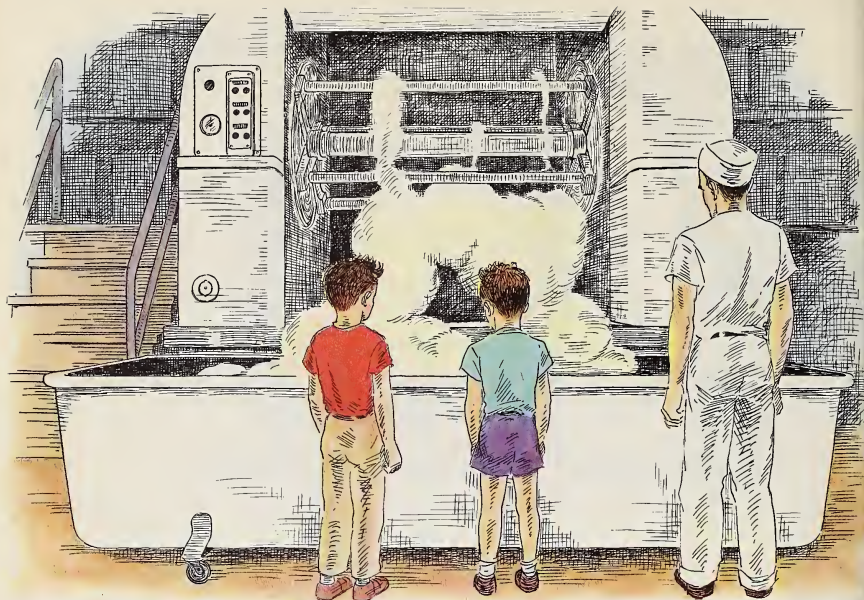
Flap! Bang! Flap! Bang! Flap!

Round and round went the dough.

"It's not coming out," called Tom.

"The door of the machine is open,
but the dough will not come out."

"It will when it's ready," Jim said.



Suddenly the noise stopped. Then all the dough began to slide slowly out of the mixing machine.

"See!" said Jim with a laugh.

"After the doors are open just so long, the dough comes out."

"Always?" asked Tom.

"Always," said Jim. "That is the way these machines work."

"I guess machines think just the way people think, don't they?" Tom said.

"Well-l-l, no," Jim said. "It is not so easy as that.

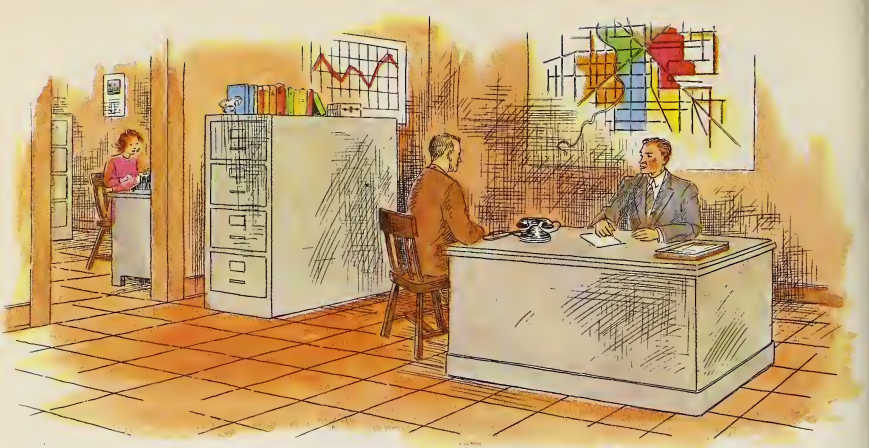
Men have to start machines. Men can always stop machines, and it is men who fix them when anything is the matter.

Machines can't think. The men who made the machines are the ones who did the thinking.

They knew the kinds of work they wanted machines to do, and they made the kinds of machines that would do it."

"I guess they did," Tom said. And he suddenly began to laugh.

"If machines could think," he said, "I guess they would make MEN who could work for THEM."



Mr. Brown's Work

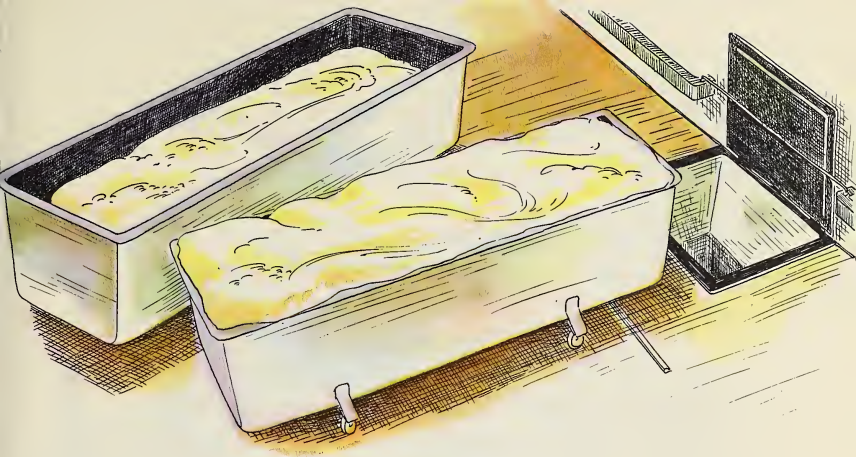
Mr. Brown left the boys with Jim and went into this room to do his work.

Mr. Brown doesn't make the bread, but he has a lot of work to do.

In a bakery there is more work than just making bread.

Mr. Brown has to see that the bakers have all the flour and milk and things they need to put into bread.

And he has to see that the stores buy the bread after it is made.



Every Ten Minutes

Next Jim showed the two boys where the dough was put after it was mixed.

“Why is this dough puffed up more than the rest?” Tom asked.

“That dough was mixed ten minutes before the other dough,” Jim said.

“It’s ready now to be made into loaves, and the other dough will be ready in ten more minutes.

Every ten minutes more dough is ready to go down to the next floor.”

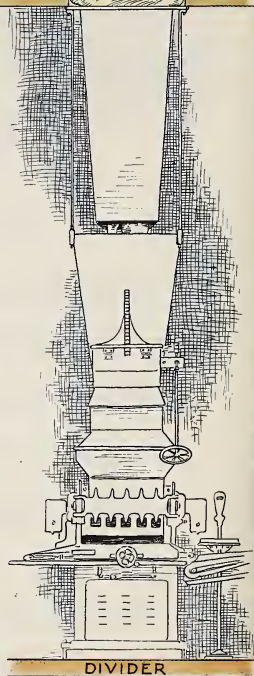


"Watch!" Jim said.
And the boys watched
the dough go down
to the next floor.

In this picture you can
see both floors at once.
But the boys couldn't.

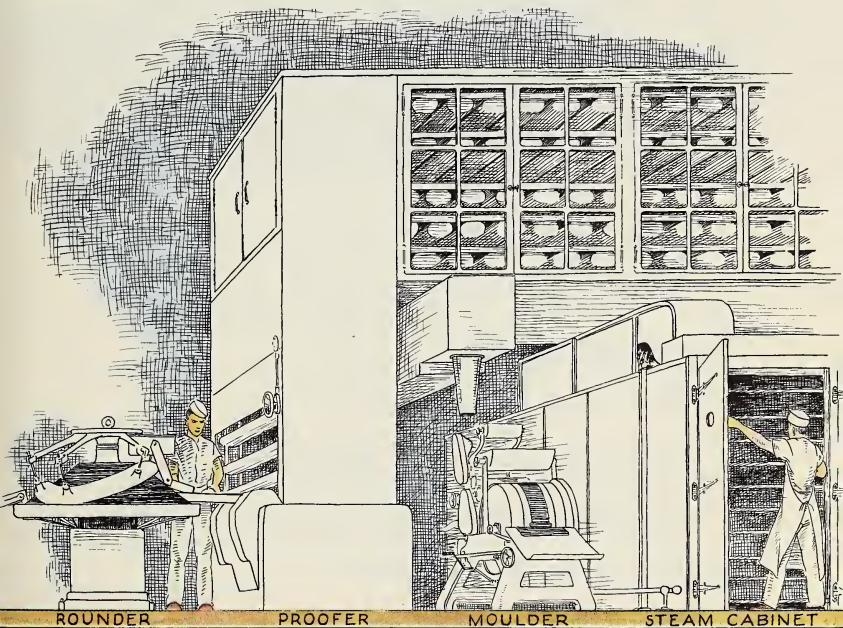
They saw the dough
go down. Then they
had to go downstairs
to see where the dough
was made into loaves.

"You see," Jim said, "from now until
it comes out of the oven, the dough
never stops moving."

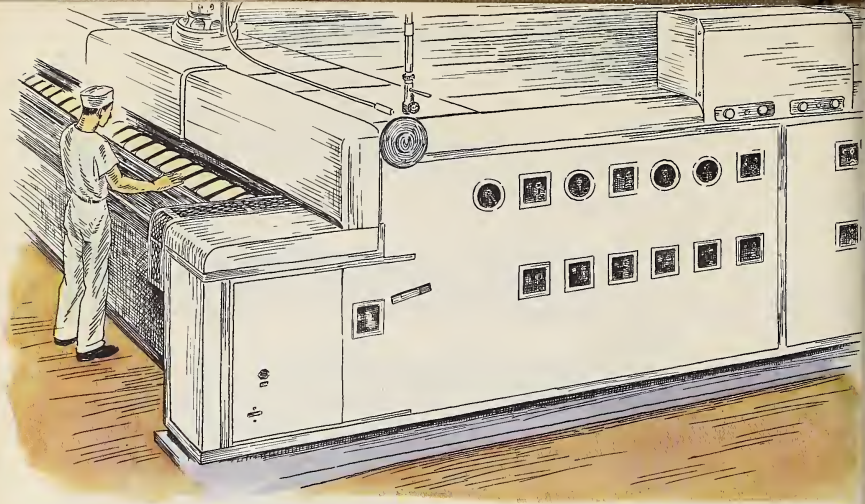


"Anyway," Jack said, "that is so if a bakery is running right."

"Is everything running all right in this bakery now?" Tom asked.



"Everything is running fine,"
said Jim. "Just fine!
This will be very good bread."



An Oven as Big as a House

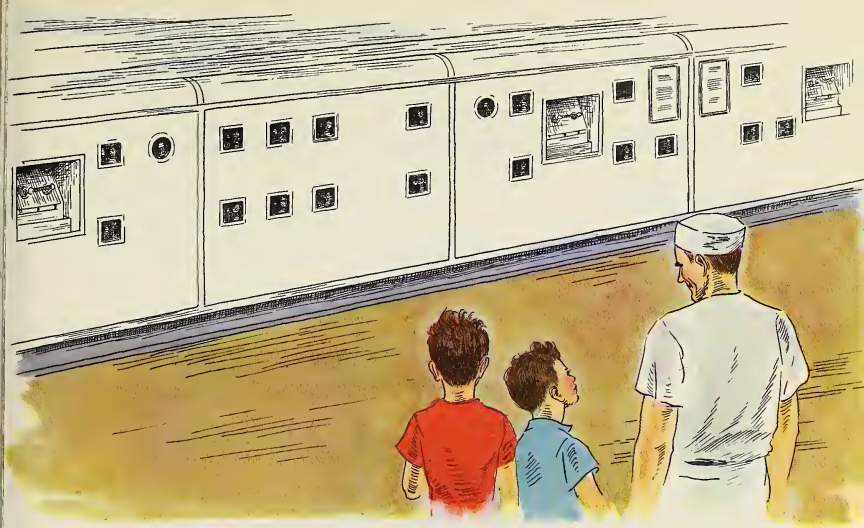
"This," said Jack, "is the oven where the bread is baked."

"The oven!" said Tom.

"Yes, the oven," laughed Jack.

"You didn't know there was an oven as big as that, did you?"

"No," Tom answered. "And when I tell Susan that I saw an oven as big as a house, she will say that I am just making up a story."



"Tell him how it works," Jack said.

"All right," said Jim. "You see, Tom, there is a fire under the oven, all along the way.

The bread moves slowly from one end of the oven to the other, and it bakes as it moves.

We put the loaves in one end and take them out at the other end.

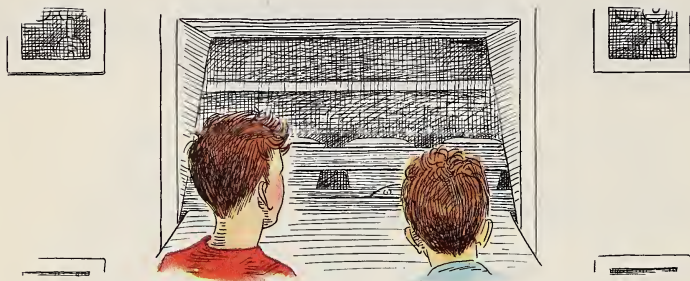
If I open the little doors in the oven, you can see the bread as it bakes."

"Look out," said Jim. "This oven is hot."

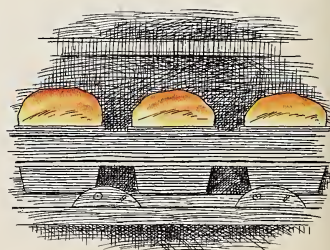
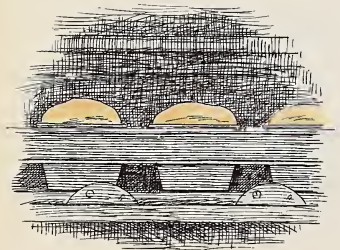
And it certainly was.

"See all the loaves," called Tom.

"They are starting to get bigger."

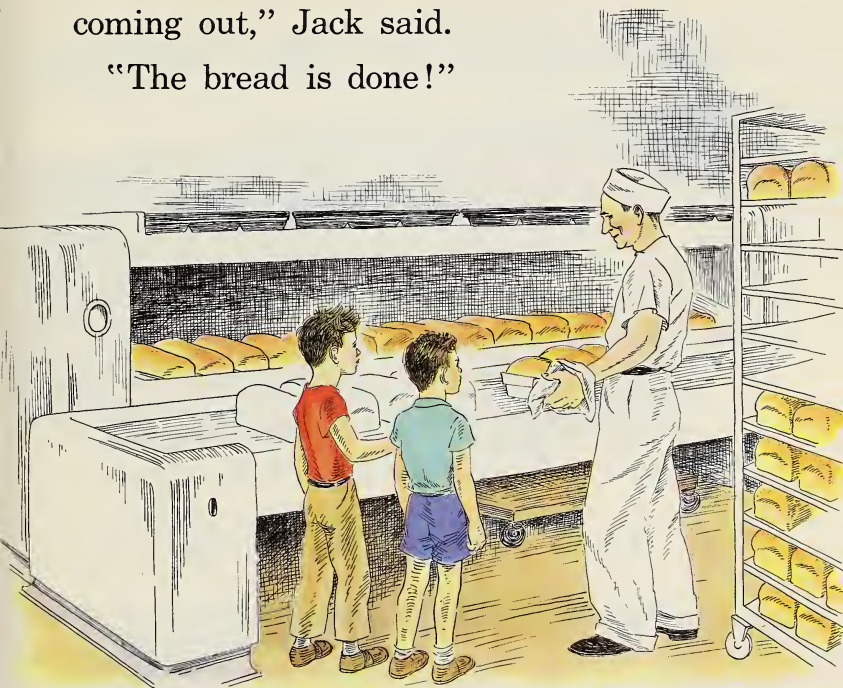


The boys ran from one door to the next. They saw that the loaves were getting a little bigger and a little more brown.



"Let's go around and see the loaves coming out," Jack said.

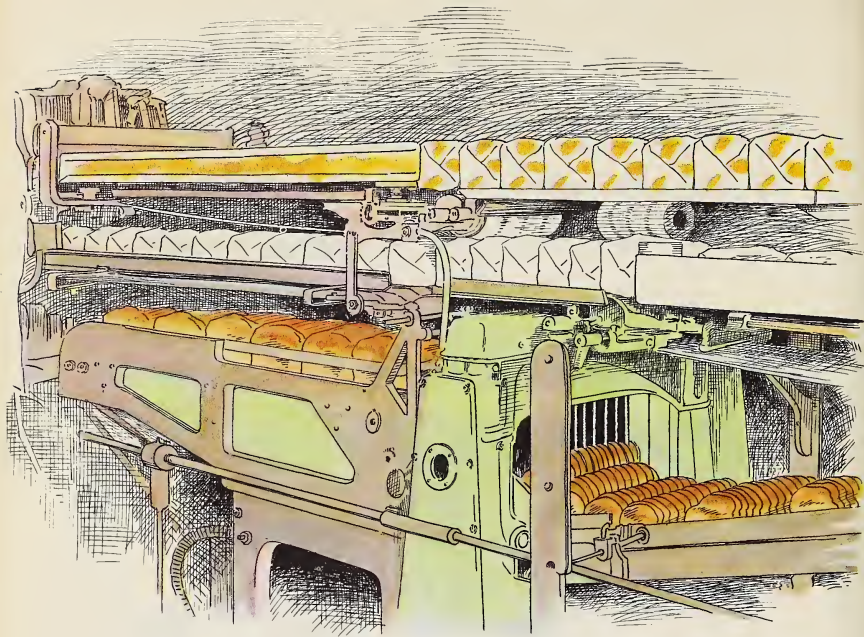
"The bread is done!"



"Um-mm-m," said Tom, "I could eat one of those loaves right now.

Couldn't you, Jack?"

"Give one to me and see," laughed Jack.



Bakery to Store to Home

At last they came to the machine that put the paper on the loaves of bread.

"Now the bread looks the way it does in the grocery stores," Tom said.

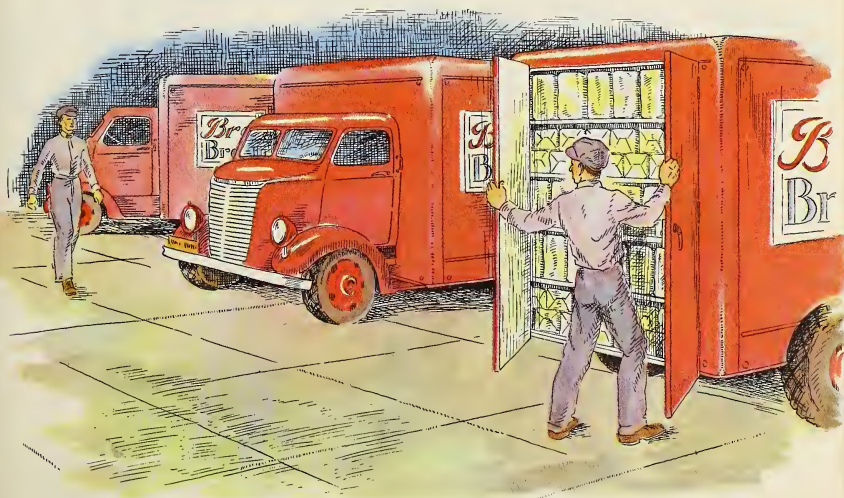
"That is where it goes from here," said the baker. "But you may take two of these loaves home with you."

"Now we won't have to buy our bread at the store today," said Tom. "We will have it right from the bakery."

Then Jim took the boys out where trucks were waiting to take the bread to stores all over the city.

Oh, what a lot of trucks there were, and what a lot of bread in every truck!

"Dick is going to the grocery store in your neighborhood. He will take you boys with him," Jim said.



First the bakery truck took bread to the neighborhood grocery store.

Then it took the boys to Jack's house.

"Just look, Mrs. Brown," Tom called.

"Here is some bread that we saw baked. The baker gave it to us to bring home and eat."

And then Tom saw what Mrs. Brown was doing.



"Oh, Mrs. Brown," laughed Tom.

"You are a baker, too."

"Yes," she said, "I am a baker, too. I think all mothers like to be bakers some of the time.

I don't bake bread, but I do bake cookies and other things."

"My mother's bakery is not so big as my father's," Jack said.

"That is because she doesn't bake for so many people.

She bakes just for our family."

"And our friends," said Mrs. Brown.

Then she gave two big cookies to Tom and Jack.

"I am family," said Jack.

"And I am a friend," said Tom.



Another Kind of Bakery

Mr. Bangs' bakery
on Second Street

was not big like Mr. Brown's. It was
a store with a workroom back of it.

Mrs. Bangs worked in the store, and
there were just two bakers. Mr. Bangs
and his brother were the bakers.

Does your
neighborhood
have a bakery
like this one?
How many people
work in it?





Another Kind of Food

Can you tell what kind of food
these men are making?

It is something yellow.

It is something you put on bread.

It is made from something the cow
gives us.

Now do you know?

What is the name of the machine
the men have just used?



Cherries to Can

One morning Tom's mother took him to an orchard to help her pick cherries. She didn't have to pay so much for them as she would have to pay at a store.

Mrs. White was going to can the cherries so that when summer was over, her family would still have cherries to eat.

All over the orchard other people were picking fruit as fast as they could pick.

"Is everyone going to take cherries home and can them?" Tom asked.

"No," Mrs. White said. "The man who owns this orchard is paying the people to pick the cherries for him.

Then this man will sell the cherries to the Canwell Fruit Company.

The fruit company will can the cherries and sell the cans of fruit to grocery stores.

Then mothers who don't want to can their own fruit will buy it from the stores."

"But we won't, will we?" said Tom, picking faster and faster.

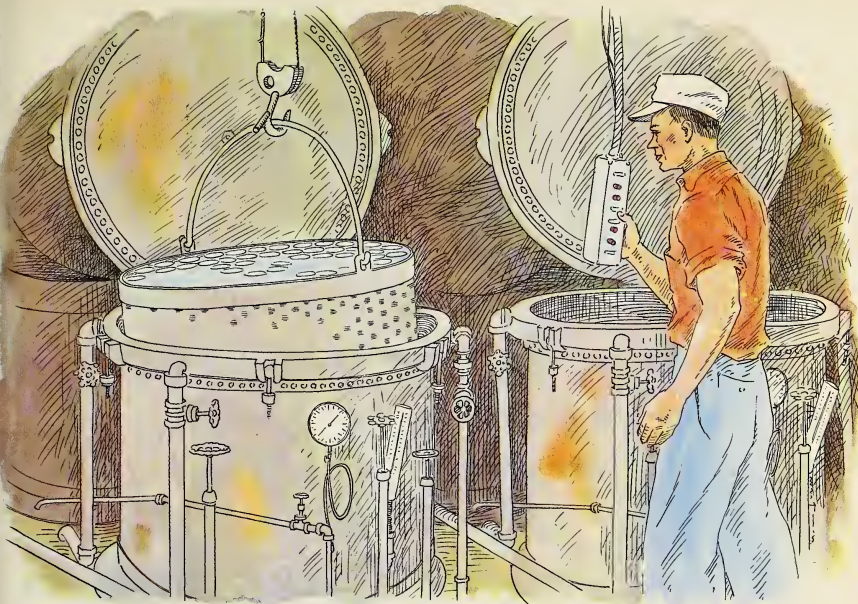
"Oh, no," said Mother. "We won't have to buy any fruit because we will have our own."

Cooking in Cans

The girls in this picture are working in the Canwell Fruit Company.

See how many cherries they have to can.





Machines put the fruit into the cans.
Then it is cooked just so many minutes
and not one minute more.

The man who owns the fruit company
says just what Mr. Brown, the baker, said.

He said, "We have the best machines
that money can buy and good workers
to run them.

No guesswork here!"

This woman likes to can food at home for her family.

Why doesn't she need big machines like the ones the fruit company uses?

Look at each picture and tell what the woman is doing.

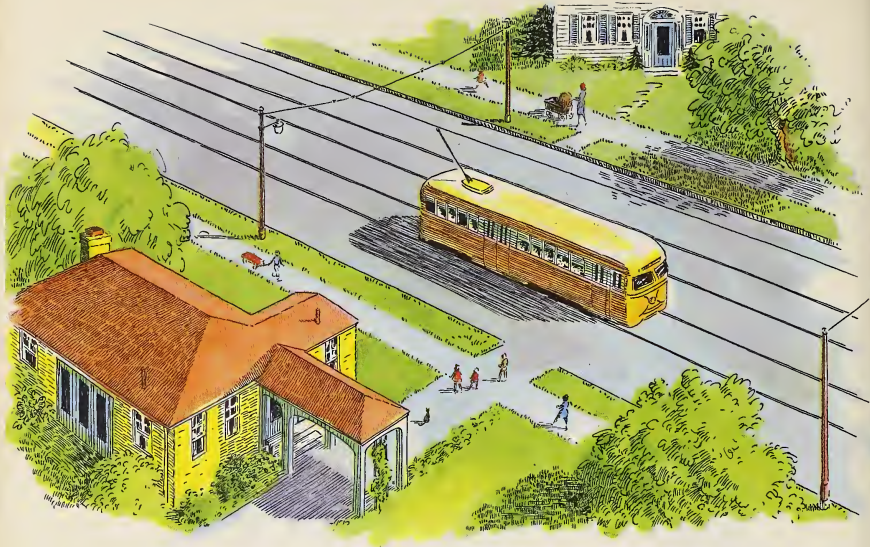
Does your mother can food this way?



Going Places

WORKERS WHO HELP US

TRAVEL



Workers Who Help Us Travel

The Whites lived in a big neighborhood.
It was a neighborhood of homes.

That was why so many of the people
who lived there worked in another part
of the city.

Sometimes Tom thought he would like
to be a streetcar conductor and take
people to their work every day.

"I know a real streetcar conductor," Tom said to his friend Tim one day.

"I know a train conductor," Tim said.

"Streetcar conductors just go places here in the city. Train conductors go all over the country."

"Do you really know any conductors?" Tom asked. "Really?"

"I know the conductor who worked on the train last summer when we went to see my grandfather," Tim said.

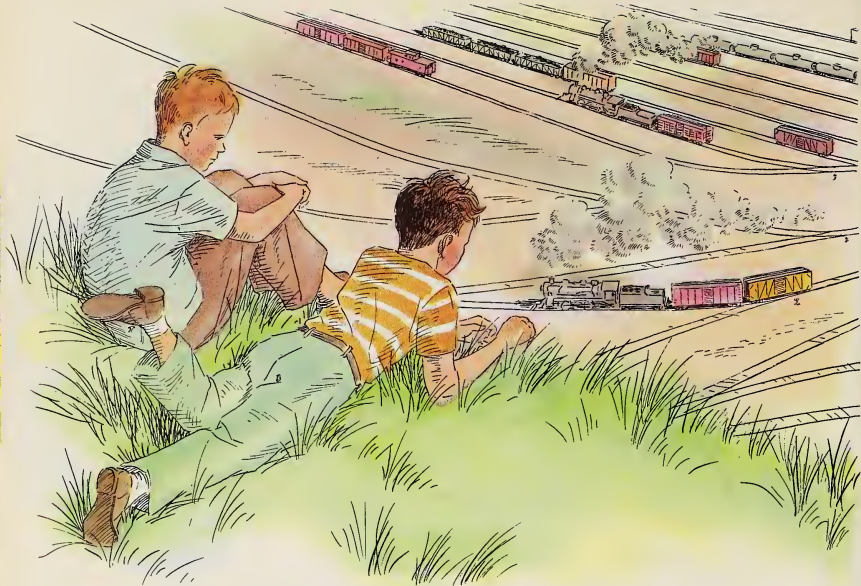
"Did you talk to him?" asked Tom.

"Oh, yes," said Tim, "and I talked to the engineer, too. I found out where we can see lots of engines.

Do you want to go?"

"Why not?" said Tom.

"Come on," said Tim.



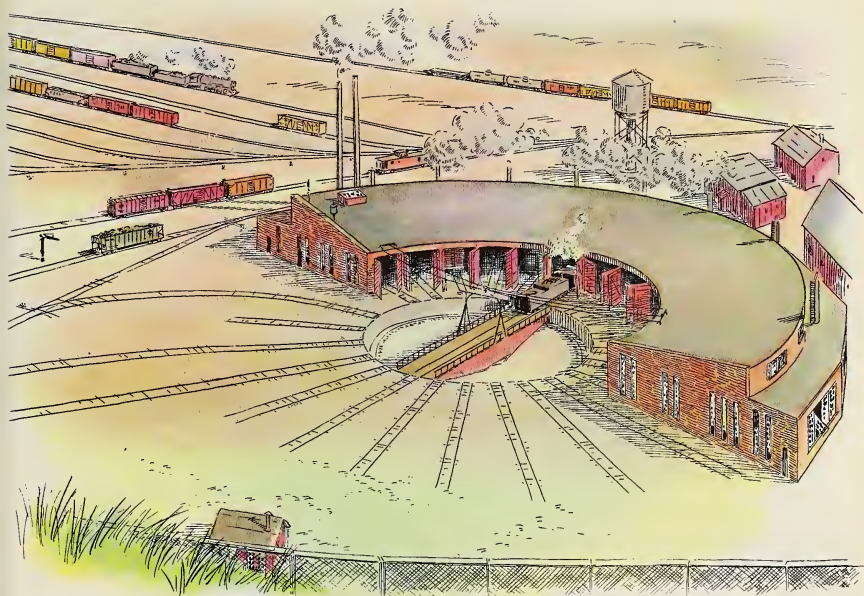
Trains

"What did I tell you, Tom?

What did I tell you?" Tim said.

"Didn't I tell you I knew a place where you could see lots of engines and trains and tracks and things?

You never came up this hill before, did you? You didn't know there was a place like this."



Tom watched the engines puff along,
up one track and down another.

Some engines had no cars behind them.

He didn't know what they were doing.

"I thought trains went places," he said.

"Where is the station and where are
the people?"

"Oh, this is a switch yard," said Tim.

"Come down the hill and I will show you."



"We just want to look," Tim called to the watchman.

"You boys going to be engineers when you grow up?" the watchman asked.

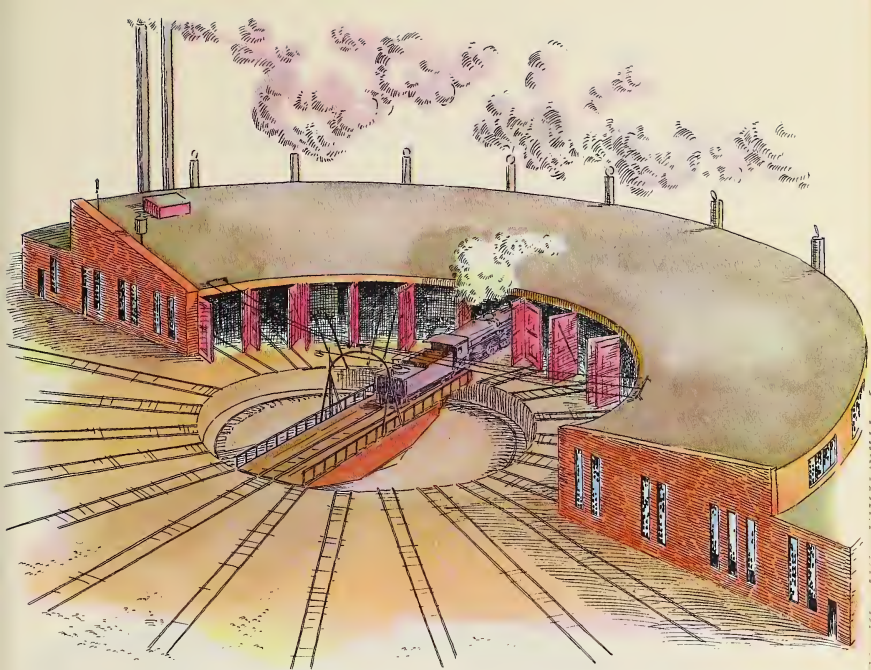
"I am," said Tim.

"You told me you were going to be a conductor," Tom said.

"That what you want to be, too?" the man asked Tom.

"Maybe," Tom said, "but I think I'm going to be a fireman and put out fires.

What is that round thing over there?"



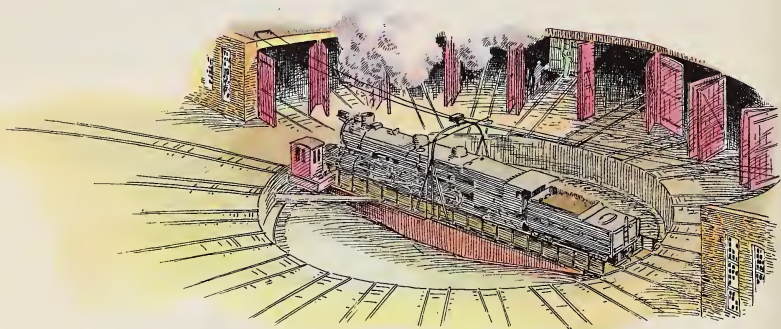
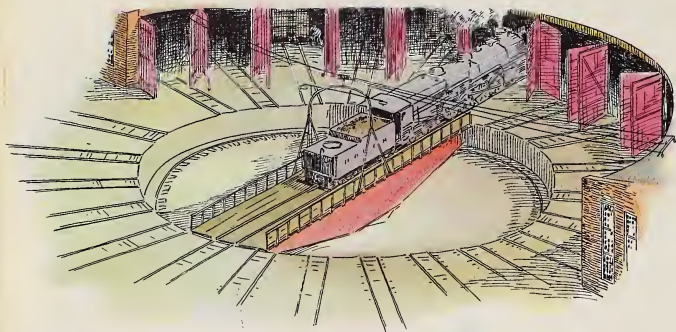
"That round thing is a roundhouse,"
said the watchman.

"Why is it round?" Tom asked.

"Because it has to be round to do
what it has to do," the man said.

"Watch that engine coming out now.
The engineer wants to turn it around
so that it can go the other way."

"See," said Tim. "The engine is going onto a track that will turn right around."

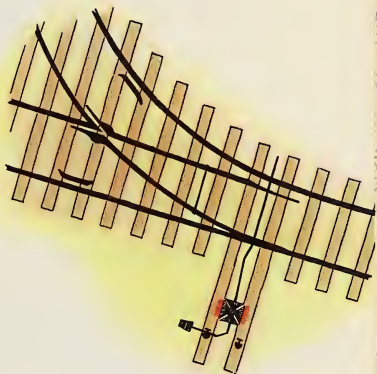
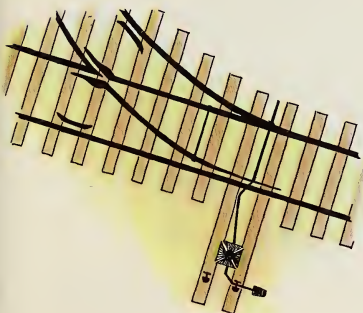


"Oh!" Tom said. "After the track has turned, the engine will be heading this way. An engine runs on a track, and it can't turn if the track doesn't."

"That is it," said the watchman.

"Lots of things about trains are the way they are just because trains run on tracks.

That is why cars have to be switched."

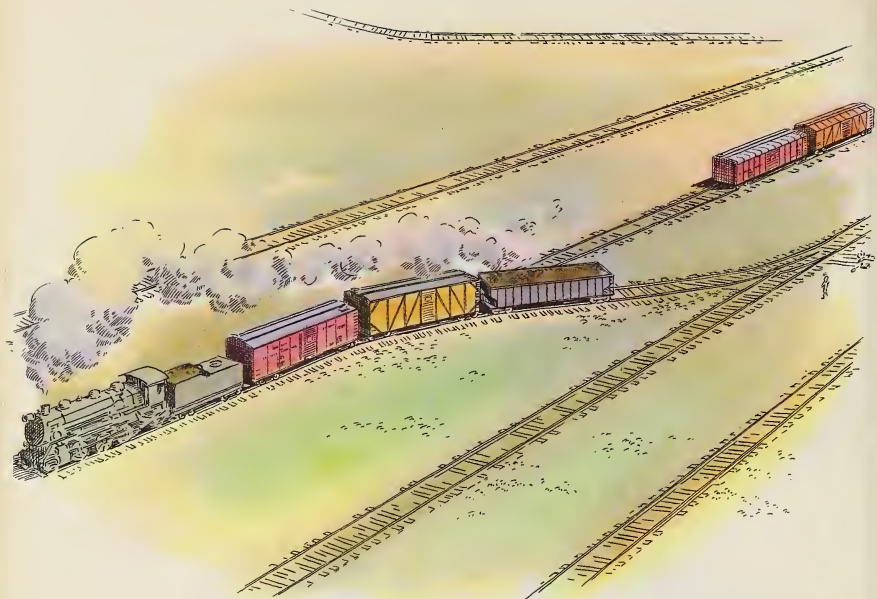


"I know," said Tim.

"I have a toy train.

I can switch one part of the track over to the next track.

That is the way the train gets from one track to another."



“See that switch engine over there?”
said the man. “Now it is going onto
the next track with three cars.

When it gets the cars on that track,
it will hook them onto those other cars
that are there now.”

The boys watched.

“That,” said the man, “is what we
call ‘making up a train.’”

Now all the cars were hooked up, and the switch engine's work was done.

Away it puffed, and the switch engineer went with it.

Just then a very big engine came backing up to the cars.

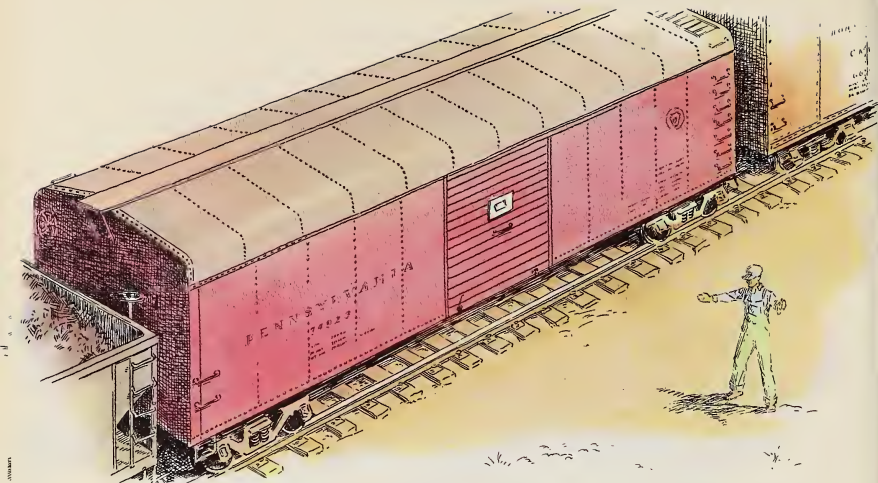
Soon another engineer walked over and climbed up into the big engine.

"Is he the one who is going to take the train out?" the boys asked.

"He is the one," the watchman said.

"Another train is ready to go."





Signals

As soon as one train was on its way, switchmen began to make up another.

All at once Tim said, "I know how the engineer in that switch engine knows where to move those cars.

Tom doesn't know, do you, Tom?"

"Yes, I know," Tom said. "That man in the blue overalls gave a signal.

He is signaling to the engineer now."

"What is he signaling?" Tim asked.

Just then the engine began to back into three cars that were behind it.

"I know," said Tom. "He signaled for the engine to back up."

"Oh, yes, you know now," Tim said. "But I knew before, because I watched when they made up the last train."

"Well," Tom said, "I am watching now."

"All right," said Tim. "The man is making another signal. What is that?"

"Head! Head!" Tom thought, as he saw what the man in the overalls was doing.

Tom didn't know what the signal was, but the man who ran the switch engine did.

Down the track went the engine, pulling three cars behind it.



"Say!" Tom said. "Now I know!
That signal certainly is good.

The engine is the head of the train.
So when the engineer gets a signal like that,
he is to, well-l-l, to kind of go head first."

"That's it," the watchman said.

"Switchmen call it 'heading in.'"

"Yes, that's what it is," Tim said.

"Heading in! That's good."

"Signals are fun," said Tom.

Then a switchman came along and he
showed the boys some other signals.

Here is one of
the signals that
he showed them.
This one is saying,
"Switch your train
to Track 4."



The switchman took out his watch.

"Time to make up another train," he said. "Watches and signals! We couldn't run trains without them.

Why, just think what it would be like if every engineer took his train out any time and went just anywhere."

"Oh!" laughed Tom, "that wouldn't do. Trains would get on the same track and bump into each other."

"Yes," Tim said, "and some towns would have lots of trains coming into them, and some towns wouldn't have any.

And people who wanted to take a trip wouldn't know what time they should go to the station.

Someone has to know where each train goes and when it will get there."

"See this signal,"
the switchman said.

"Time to eat."

"Time to eat!" Tim said.

"Well, I guess we had
better be going."



"Oh, yes, we have a long way to go,"
Tom said, "and my father doesn't like it
when I am late for dinner."

"Late for dinner!" said the switchman.

"You certainly don't want to be late
for anything if you want to be engineers.

If you can't get to school and to dinner
and to bed on time, how can you ever
run a train? Trains must be on time."

"Oh, we will get to dinner on time,"
the boys called. "We will!" And away
they went in a hurry up over the hill.



On Time

No one but Tom and Tim knew there was a fast train running along the walks of Newhill that day.

A woman coming out of a grocery store on High Street saw it, but she thought it was just two boys running.

She didn't know Train 5 on Track 1 was ten minutes late and making up time.

Nancy Summer met it as it turned onto Pringle Street.

"Get off the track," Tom called.

"This train is making up time."

"Tom," Nancy called, "Susan is looking for you. You had better hurry home."

Then Patty Bird called from her yard, "Tom, did you know Susan and your father went on a train trip? They just went to the station."

And that stopped the train right in its tracks.

"Oh, no," Tom thought. "No, no, no!"

"Go on, Tom," called Tim.

But Tom didn't answer him.

Tom didn't hear Tim.

He started to run down the street to the house where he lived.

Tom wanted to find out if Patty was just talking. He had to know if Susan and Father were home.

He just had to know.

"Susan! Father!" Tom called, as he ran in the door. "Here I am!"

"Hello," said Mother. "Didn't you know that Susan and Father went to the station?"

That was too much for Tom!

"Oh, Mother," he said. "How could Father do that to me? Why didn't he take me on the trip, too?"

"Why, Tom," Mother said, "they went to the station to buy train tickets.

Father just found out he could take his vacation now.

So we are all going on the trip."

"Oh-h-h," Tom said, "I'm so glad!"

"I'm glad you are on time for dinner," said Mother.

"So am I," Tom said.

"I'm never going to be late again.

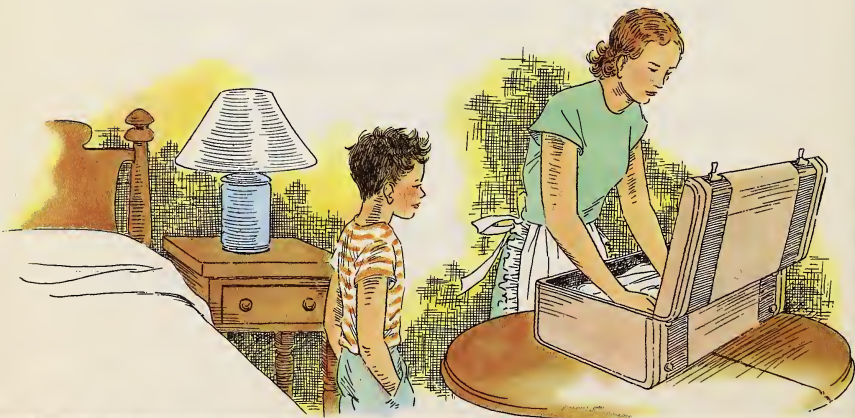
Because, you see, engineers"

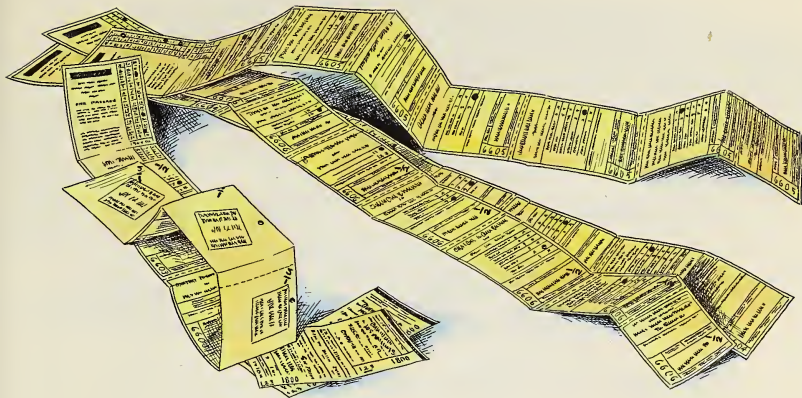
But Tom's mother was not listening.

She had a lot of work to do. She was getting ready for a trip.

"Tom, please bring me the clothes on that bed," she said. "Thank you, dear. What were you saying?"

"Oh, nothing, Mother," Tom answered.
"I'll tell you some other time."





A Long Trip

"Look," Susan said when she and Father came home, "tickets for all of our family. All but Peter. He is too little to need one."

Tom looked at the tickets.

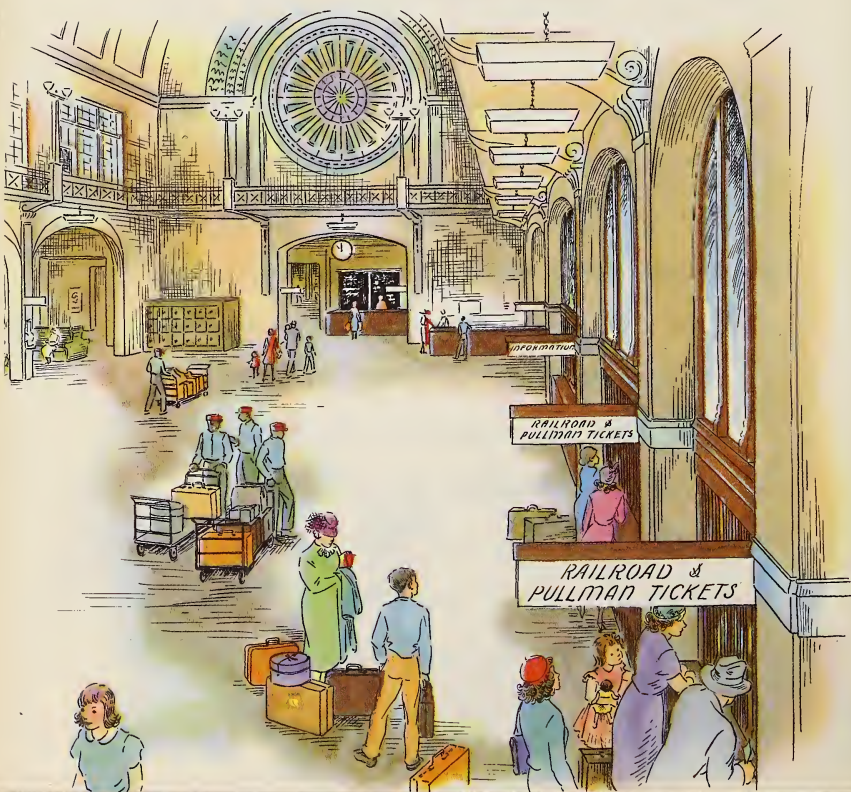
"Why are they so long?" he asked.

"Because our trip is a long one," said Mother. "This is going to be the best vacation our family ever had.

Jip is going to Grandfather's farm, and so he will have a vacation, too."

It was late that night when the family went to the station.

"Look," Susan said. "Over there is where Father and I went for tickets. We must show them to a conductor or we can't go out to the train."



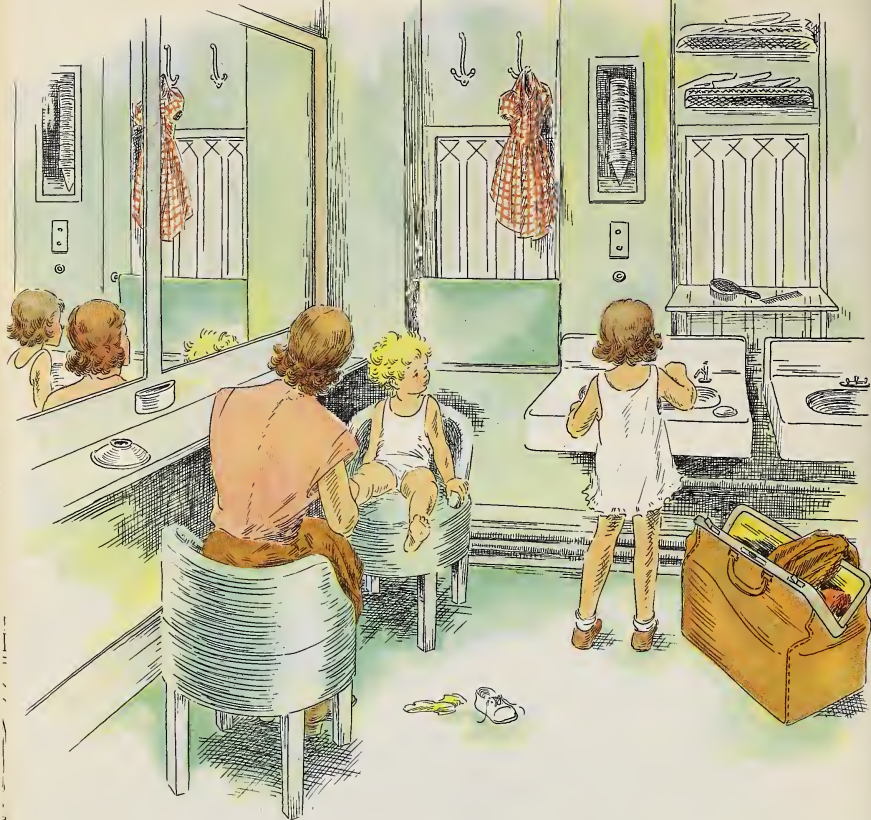


It was a long, long train. It was so long that the children could not see the baggage car away up by the engine.

They didn't know that a neighbor of theirs worked in that baggage car.

But he did.





Peter and Susan went with Mother into a little room at one end of the car to get ready for bed.

Tom and Father got ready for bed in a room at the other end of the car.



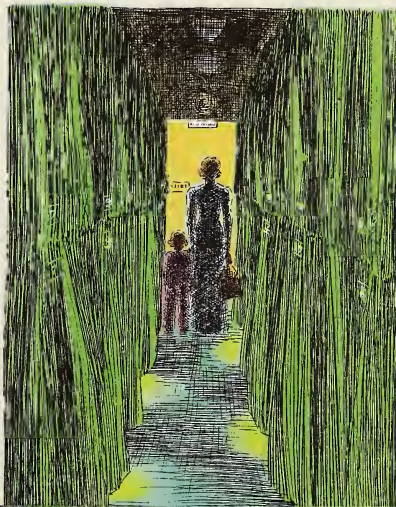
A porter came to help Tom climb up into his bed. It was high up over the bed where Mother and Susan were going to sleep.

When Susan saw Tom, she said, "I want to climb a ladder, too."

"Sh-h," Mother said.

"People are sleeping in this car."

But she let Susan climb up the ladder and then climb down again. Just once!



Father and Peter were in a bed that was just behind Mother and Susan.

Soon everyone in the family but Tom was sleeping.

"All . . . five of us," thought Tom.

"All our . . . family . . . right . . . here. I . . . wish . . . tr . . . ain . . . would . . . start."

Tom was very, very sleepy.

Then the train did start. Faster and faster it went, out of the station and down the track on its long trip.

But Tom didn't know it had started.

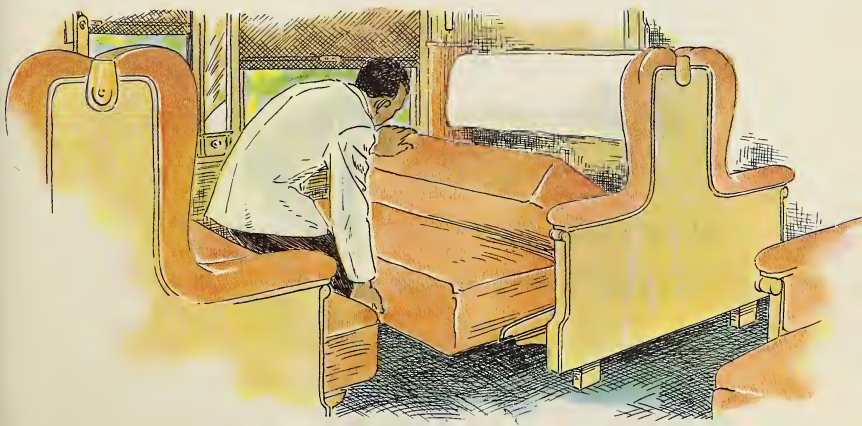
Tom was sleeping.





"Well, well," Susan said to the porter the next morning. "I thought this was just a sleeping car."

"Not in the daytime," the porter said. "In the daytime you sit up."



"Will you fix the beds for us again when it is night?" Peter asked.

"I certainly will," said the porter.

"Every night I make up the beds and every morning I put them away again.

That is my work."

"Are all the sleeping cars like this?" Tom asked.

"Not all of them," the porter told him. "Some cars have many little bedrooms.

When you are in a car like that, you have a little room of your own, and everything you need is in that room."

Then he took them into the next car and showed them one of the bedrooms.

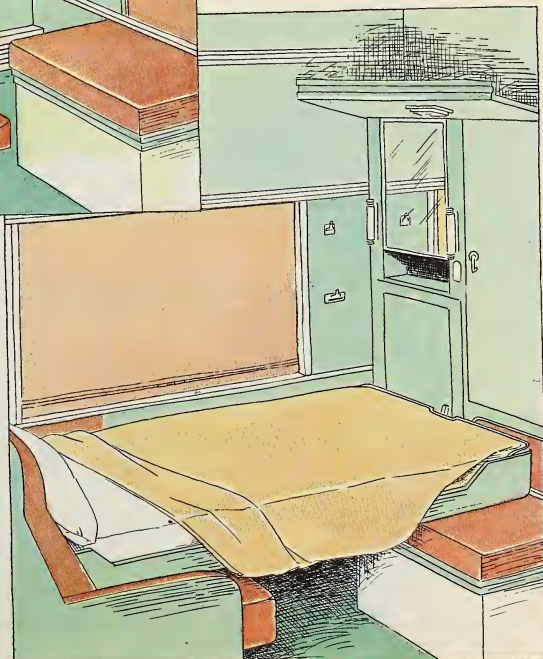
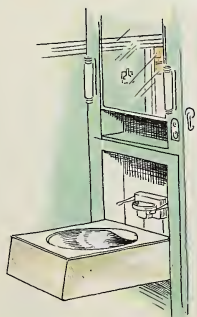
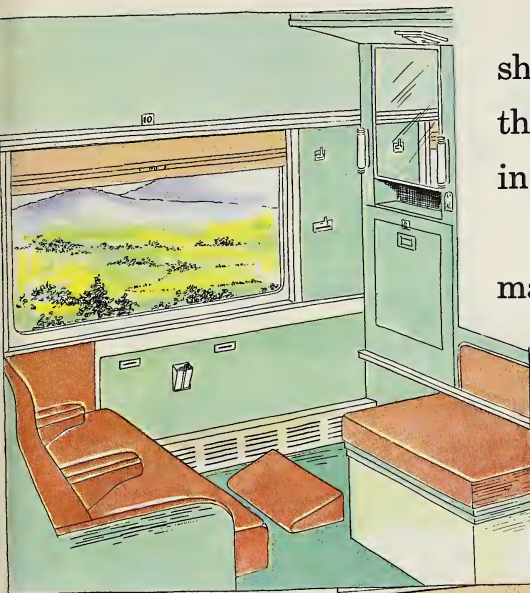
"Next time we travel we may have a little room like this," Tom said.

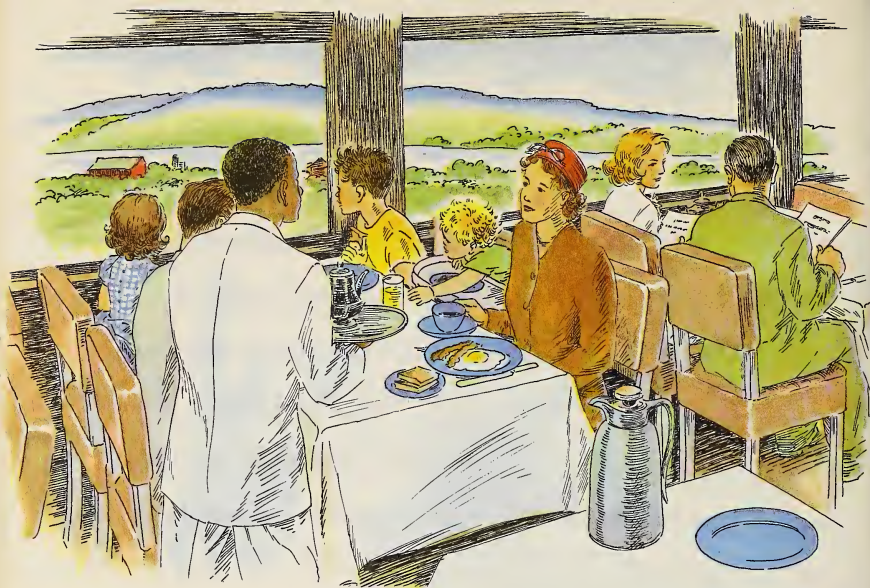
"Maybe," said Susan.

More about Trains

Which picture
shows one of
the little rooms
in daytime?

How is a bed
made at night?





This is where the White family ate.
Many other people who were traveling
on that train ate there, too.
Here is where all the food was cooked.

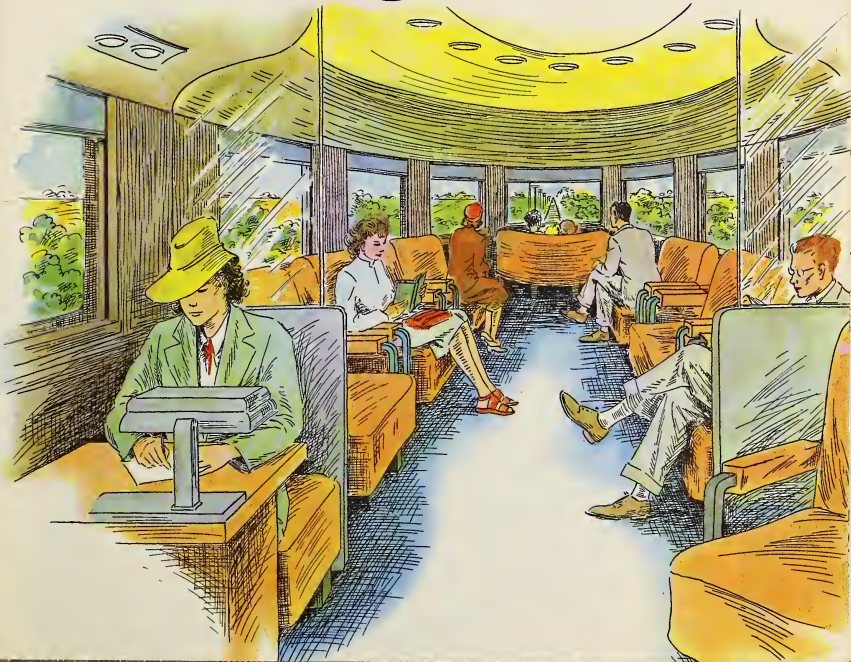


After the family ate, they walked and walked until they came to a car at the end of the train.

They sat down in this pretty car and listened to the radio.

After that they sat and watched the track behind them.

What do you think the woman in the yellow hat is doing?





They saw fields of yellow wheat.

"Look," Tom said, "that wheat will be made into flour some day.

And maybe that same flour will go to Mr. Brown's bakery in our city."

"I like to travel on trains," Susan said. "Why didn't we take a train ride sooner? Let's take a trip every summer."

"Maybe we will," laughed Father.

New Friends

The White family was on the train for two days and three nights, and every minute of the trip was fun.

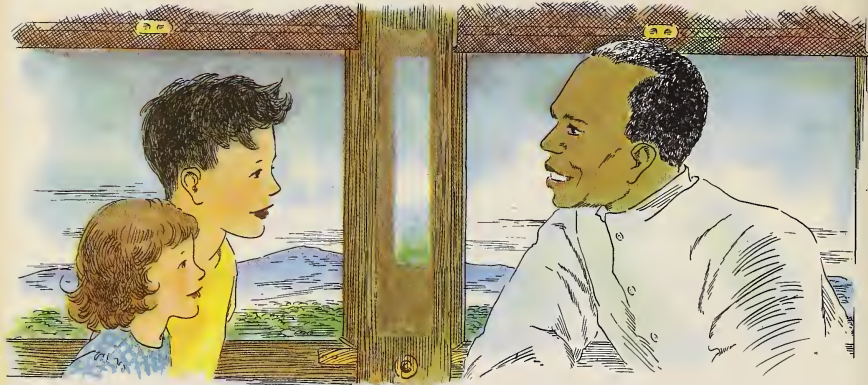
Soon everyone in the family was a good friend of the conductors.

One conductor was named Mr. Bell.

When the train stopped, Mother let the children get off.

She knew Mr. Bell would not let it start until they were on again.





Tom and Susan liked their porter, too. Sometimes when he was not working, they would go back to the end of the car and sit down with him.

"Have you been working on trains a long time?" Tom asked one day.

"I certainly have," the porter said.

"I began working on trains when I was just a boy.

And I am still working on trains.

And what is more, I am going to be working on trains just as long as they will let me."

"Do you like to work on trains?"

Susan asked.

"I certainly do," the porter answered.

"Maybe you don't know why, but Tom knows, don't you, Tom?"

"Oh, yes," Tom said, "I think anyone would want to work on a train."

"Nothing like it," said the porter.

"Sometimes at night when all the people in the train are sleeping, I sit here in the dark just thinking.

I hear the engine going Oo-aw-oo-aw,
Oo-aw-oo-aw! Ooo-aw-oo-aw!

I know the people in the towns and on the farms are hearing it. And they are wishing they could be on my train going and going and going. But I don't wish it, because I AM going."

"Don't you like to go to your home?"
Susan asked.

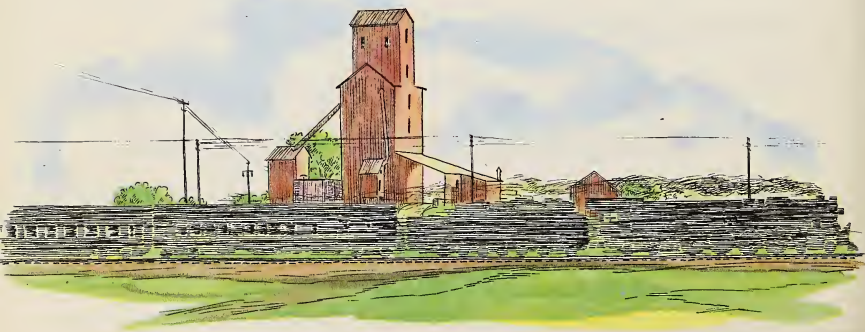
"Certainly," the porter said. "And I do go home. The train that takes me away takes me back home again.

And on my way back I sit here again, and I look at the towns and the farms as we go by.

I know that the people all along the way see the train coming back.

I know they sit and wonder where that train went.

But I don't wonder, because I went with it."



There at Last

When it was time to get off the train, the porter came to take the baggage.

"This is the city where they make so many moving pictures," he said.

"Are you going to see how pictures are made?"

"We want to," said Tom.

"You will see lots of things here that you don't see at home," the porter said.

"I guess that is why people travel."

"Where will we sleep?" Susan asked when Father picked up the baggage.

"We have some rooms at a hotel," Father said.

"We will take our baggage there, and then we can see the city."



“My, a lot of people must live here,” Susan said when they came to the hotel where they were going to stay.

“Yes,” laughed Father, “but just for a few days when they make a trip to the city.

This is a hotel, and people who travel pay to stay here.”

First, the Whites went to see how moving pictures were made.

It was a surprise to everyone to see the big machines that took the pictures.

But it was a bigger surprise to see how many workers were needed to make just one little part of a moving picture.



The next day the Whites took a trip into the country.

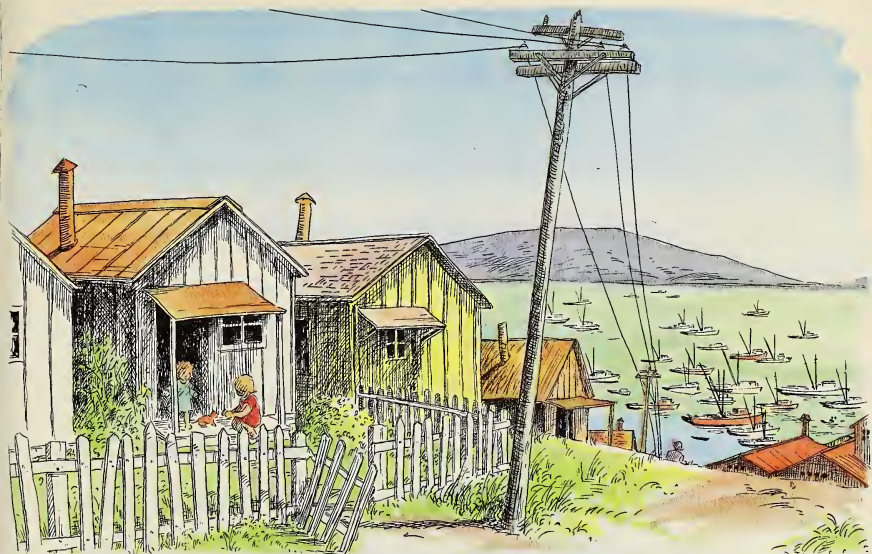
"Now," said Father, "we can see where stores at home get some of the fruit and nuts they sell us."



Fruit Orchard



Nut Orchard



On the way back to the city there were lots of little houses right by the water.

The Whites had never before seen a neighborhood like that one.

Fishing was the way all the fathers in that neighborhood made their money.

Out on the water were the boats that the men used when they went to catch fish.

The Whites got out of the car and walked down near the water.

"I see three men fixing something," said Susan.

"Yes," said Father. "That is what the men use to catch fish. They don't use a fishing pole as I do when I fish.

Fishing is their work, and they must catch all they can at one time."



There was one big building where fish were being put into cans.

"I have never seen so many fish at one time," Mother said.

"No wonder there are so many fishing boats out on the water."

Tom looked at the name on the cans and said, "We buy that kind of fish in the grocery store at home."

"Yes, I know," said Mother.

"After this, whenever I buy fish I will think of this place.

And I will think of the people who live and work here."

"Me, too," Tom said. "And when I go to the moving pictures, I'll know how they are made, because I saw a picture being made."

"Father," Susan asked, "do we send anything from our neighborhood at home to the people out here?"

"Not from our neighborhood, but from our city," Father said.

"Some of the workers who live in our neighborhood at home make clothes and shoes that people out here buy.

Some of the corn that grows in our part of the country is sent out here. Some of the wheat is sent here, too."

"I didn't know that," Susan said.

"I guess that is why there have to be so many trains and trucks and planes."

"You are right," said Father.

"I don't think there is any part of this country that doesn't get things from another part."

"It was a good thing for us to go away from home," Mother said.

"We found out how many kinds of work and workers it takes to make the things that people need.

And we saw kinds of neighborhoods that we had never seen before."

"And now," Father said, "it's time we went back to our part of the country.

Our vacation is just about over."

"Oh, I don't want to go," Susan said.

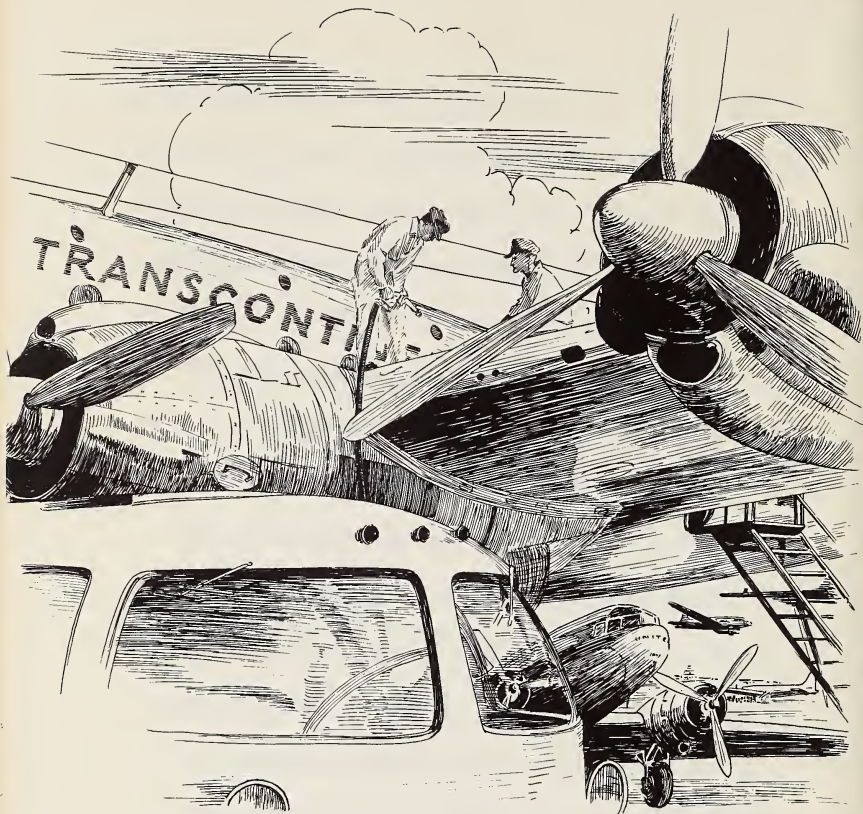
"Don't want to go!" said Father.

"Don't want to ride in an airplane!"

"In an airplane!" Tom and Susan said.

"Oh, Father, let's start right now."

"Well, not right now," laughed Father, "but in the morning. In the morning we start home in an airplane!"



Going Home

The next morning at the air field many workers were getting the planes ready to go up.

Soon Mr. and Mrs. White, Tom and Susan and Peter, and some men and a woman with a baby came down the road in a big, long car.

The air field was a long way from the city, and the airplane company had its own cars to take people out to it.

This was one of the cars.

Five of the men in the car were going on the same plane as the White family.

Four men and the woman with the baby were going in another plane.

And one of the men was not going on any plane at all.

He worked for the airplane company.

All day long he took people from the city out to the air field, and from the air field to the city.

"When will the plane start?" asked Tom.

"Can we get on now?" asked Susan.

They couldn't wait to see what a plane was like.

They knew that a train has a baggage car and a mail car.

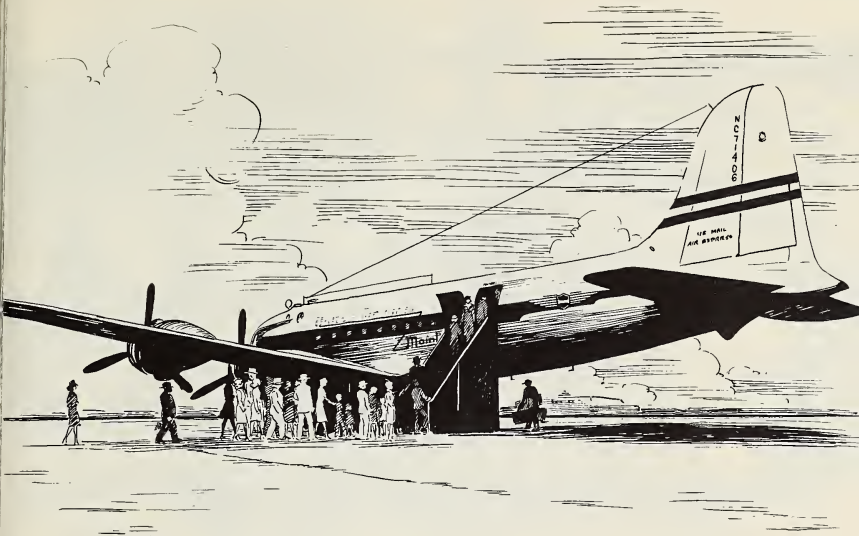
They knew about the engineer, and they knew his helper was called a fireman.

They knew there was one car where people ate and another car where they could hear the radio and read.

They knew who took the tickets and where the food was cooked. And they knew how porters made up the beds at night for people in the sleeping cars.

But they had never been on a plane.

They wanted to find out everything about it.



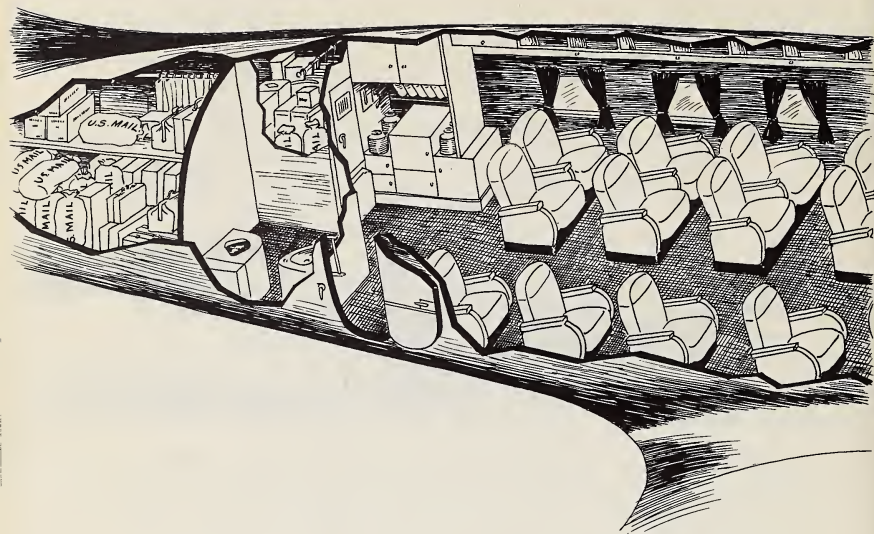
"Maybe a plane is like a sleeping car and has a lot of little rooms," Tom said.

"I know one way that planes are not like trains," Susan said to Tom as they were waiting. "They don't have a lot of cars.

Where do they put the baggage and where do we eat and sleep?"

"Come, children," Mother called.

"We are going to get on now."



All over the Plane

Tom was right. There were rooms in the plane. Some for baggage and some for mail, and there was one room where two men sat to run the plane.

Look at the picture and you will see all these rooms.

You will see everything Susan and Tom saw as they walked around in the plane.



Miss Long took both children and let them see everything there was to see on the plane.

It was part of her work to help people have a good time when they traveled.

Find out what a woman who does this kind of work is called.

Find out what the two men who run the plane are called.

In the Air

"Where do we eat?" Susan asked.

"All the people on this plane couldn't get into that wee little room where you said the food was."

"You don't eat in that room, and I don't cook in it," said Miss Long.

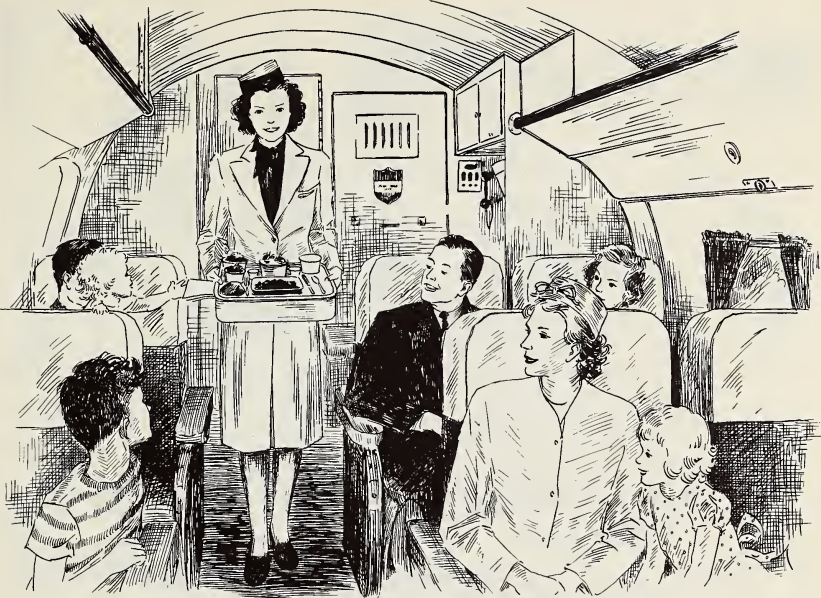
"But you will have a good lunch just the same.

You will eat at your seats."

"There is no porter on this plane," Susan said. "Do you fix our beds?"

"This plane doesn't have beds in it," Miss Long said. "You may put the back of your seat down so you can sleep.

Now run to your seats, and I'll have a good lunch ready soon."



When Miss Long came in with lunch, it was just as good as she had said it would be.

"You said you couldn't cook for all of us in that room," Tom said.

"But I didn't cook in that room," laughed Miss Long.

"The food you ate was cooked before we started."



Miss Long had a picture of the place in the city where the food was cooked and put on the plane.

"You see," she said, "I put the food where it will stay hot. Then I take it to your seats when you are hungry."

"Oh," said Susan, "planes are not the same as trains. But I like them."

"So do I," said Tom.

Planes go faster than trains, but they don't go to every town and city.

This plane did not go over Newhill. So the Whites were going to get off at Central City and stay all night at a hotel.

The next morning they would take a bus to Newhill.

"Is this Central City?" Tom asked as the plane began to come down.

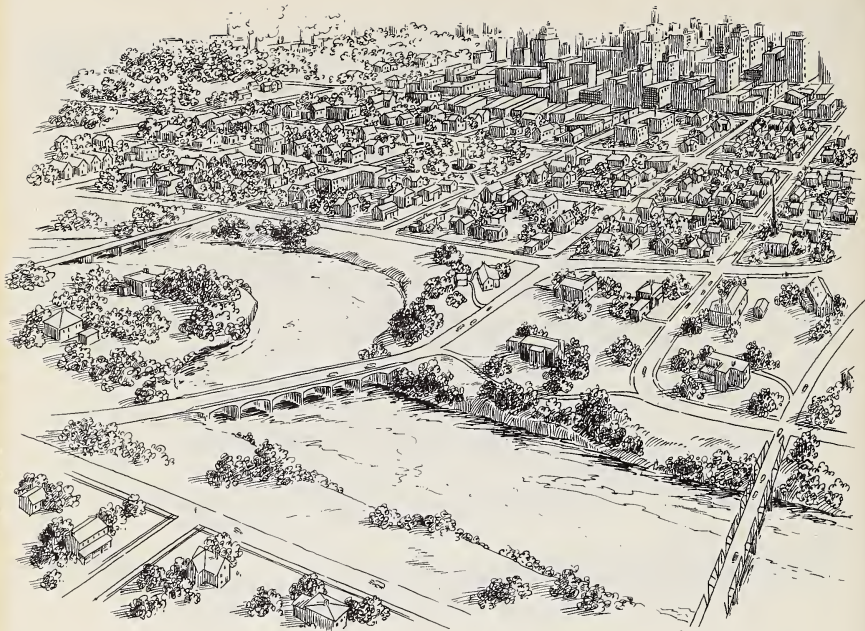
"Yes," said Father. "Think of it!

We just got on the plane this morning and here we are.

It took two days and three nights to make the trip on the train."

"I know," Tom said. "It took us that long when we went.

Planes go much faster than trains."



“Look,” called Susan. “We can see all over the city.

It looks like Newhill.”

“And like that city we came down in just after lunch,” Tom said. “I can see lots of big office buildings and stores. Around them are the houses of the people who work in the buildings and stores.”

"Firemen and policemen live there, too," Susan said. "And maybe a father who owns a bakery like Mr. Brown's."

"And mailmen live down there in one of those neighborhoods," Tom said.

"And engineers and conductors and porters, too."

"Yes," laughed Mother, "in every city there are neighborhoods just like ours.

All kinds of workers live in them, and their houses are very much like ours."

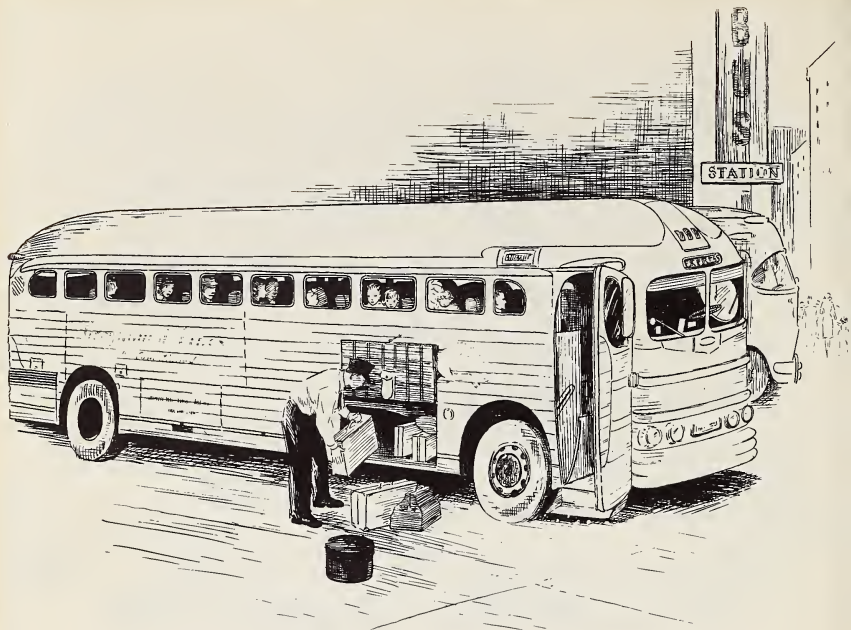
"There are schools down there, too," Susan said, "and playgrounds and parks. And there are people in them."

"And children, too," said Peter.

"Oh, yes, Peter," Mother said.

"Children. Lots of children.

Always children."



By Bus and by Taxi

The next morning they started home on the bus.

"I like the plane better," Susan said.
"This bus is slow. It stops too much."

"But," said Tom, "that is why we are going on the bus. It stops at Newhill and the plane doesn't."

Once the bus stopped at a lunch room, and everyone got out to eat. Then they went on again.

"Now we have had rides on a train, an airplane, and a bus," Susan said.

"I guess that is all."

"Taxis," said Tom. "We have had lots of rides in taxis on this trip.

Will we go home in a taxi when we get to Newhill, Father?"

"We will," said Father.

And they did.

"724 Pringle Street," Mr. White told the taxi man at the Newhill Station.

"Peter, did you hear that?" Tom said.

"Do you know where we are going? Do you know who lives at 724 Pringle Street?"

"Jip!" said Peter.

Peter was right.

724 Pringle Street was Jip's home and Peter's home, too. And 724 Pringle Street was where the taxi was taking them as fast as it could go.

"Will Jip be home when we get there?" Susan asked.

"Oh, yes," Mother said.

"Grandfather and Grandmother and Jip were coming to the city this morning."

The taxi turned into Pringle Street and stopped.

Bow-wow-wow! Wow-wow-wow-wow!

"It's Jip! He sees us," called Tom.

"Jip! Jip!" called everyone.

"Hello, Jip! Here we are! Jip!

We are home!"

Bow-wow-wow! went Jip.

From One to Another

WORKERS WHO SEND

OUR MESSAGES



Workers Who Send Our Messages

Did the mailman ever bring a letter to you? Maybe the letter said, "Happy Birthday." Did it?

Did the letter come from someone in the city or town where you live, or did it come from some place far away from your home?

Maybe you have had a letter from another country.

Have you?

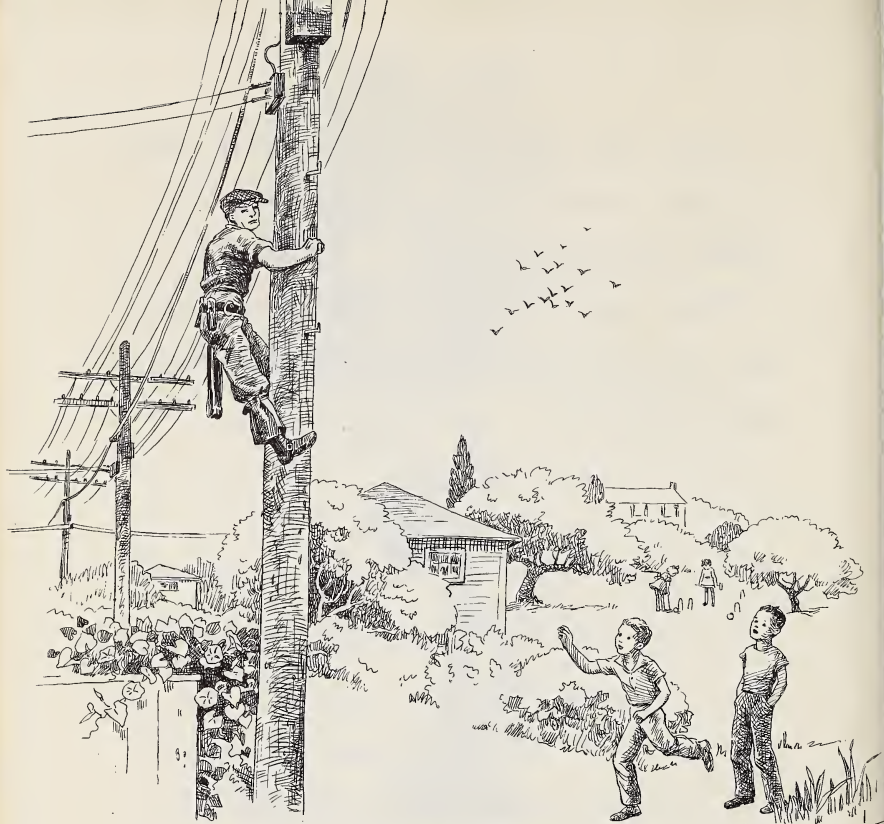
When you are in the same room with a friend, how can you let him know what you are thinking?

When you both are in the same town, how can you talk to him without going where he is?



Think of other ways in which people can send messages from one place to another.

Tell of some message that has come into your home over the radio.



I Dare You

Up, up, up the telephone pole went
a telephone man.

"I am going up, too," Billy said.

"Just watch me climb away up high."

Billy liked to TALK BIG.

The telephone man looked down and saw Billy coming up the pole.

"You! Boy!" he called. "Get down!"

And Billy did get down—faster than he had climbed up. But as soon as he was down he began to TALK BIG again.

Not to the telephone man. Oh, no!

He did all his talking to Tom.

"That telephone man can't stop me," he said. "I can climb that old pole any time I want to.

That is the pole for the telephone in our house, and I can climb it if I want to."

That was not so.

A telephone company owns its poles, and no one must climb them but men who work for the telephone company.

Billy waited until the man had left, and then he said, "Go up, Tom. You can climb up first if you want to."

"I don't want to," Tom said.

"My father doesn't want me to climb telephone poles."

"Aw-w," Billy said, "you are afraid. I dare you to climb. I just dare you."

Tom was not afraid to climb, but he really didn't want to.

"Tom can't take a dare," sang Billy.

"He is afraid of the telephone man."

That was too much for Tom.

"I am not afraid. I can, too, take a dare," he said.

And he began to climb up the pole as fast as he could climb.



Suddenly Billy called, "Oh, Tom!
Here come your Father and Susan.
Hurry! Hurry down, Tom!"

Billy knew that Tom should not climb
that telephone pole. He knew Tom's father
had told him not to climb telephone poles.

And Tom knew it, too. He wanted
to come down, but he was afraid.

Tom was afraid to go up and afraid to come down.

Suddenly his feet began to slide, and down he fell.

Father and Susan came running.

"Tom, are you hurt?" Father asked.

"I . . . guess . . . not," Tom said slowly.

"Where . . . is . . . Billy?"

Billy was not there. Billy had left.



"Oh, Father, he dared me to climb," Tom said. "Billy dared me to climb."

"And you took the dare," said Father. "I thought you were old enough to do your own thinking."

Don't you know that no one but men who work for the telephone company should ever climb those poles?

Your mother and I have told you that. You didn't forget it, did you?"

"No, sir," said Tom.

"Well, we will talk more about that some other time," his father said.

"We can just be glad now that you were not hurt."

After this, do your own thinking.

And don't take any more dares."

"YES, SIR," said Tom.

Knowing How

"Get your hat," Tom's father said the next morning.

"You and I are going to take a trip."

Tom didn't know what to think.

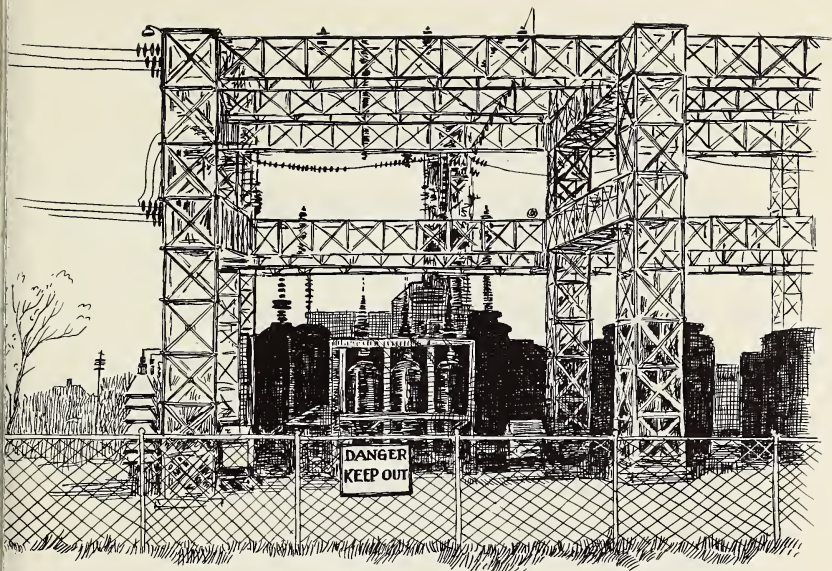
His father didn't say anything until they were in the car and going down the street.

Then he began to talk.

"Tom," he said, "when I think of you taking that dare . . .
going up that pole . . .
when I think what that electricity could have done to you"

He didn't say anything more until they were out of the city.

Then he stopped the car.



They stopped right by a sign.

“There, Tom!” Father said. “That is what I want you to see. That is where we get electricity for our city.

Electricity is a wonderful thing, Tom. But you have to know how to use it, or it can hurt you.

See that sign. You can’t play around with electricity.”

Just then Mr. White saw some men on a telephone pole fixing wires.

"See," he said, "those men know how to make electricity run our telephones and our machines.

Other men are still thinking about it, and learning new ways to use it.

They are people who help the rest of us to live better."

"Yes, sir," said Tom.

"Electricity is a very good thing," Mr. White told Tom.

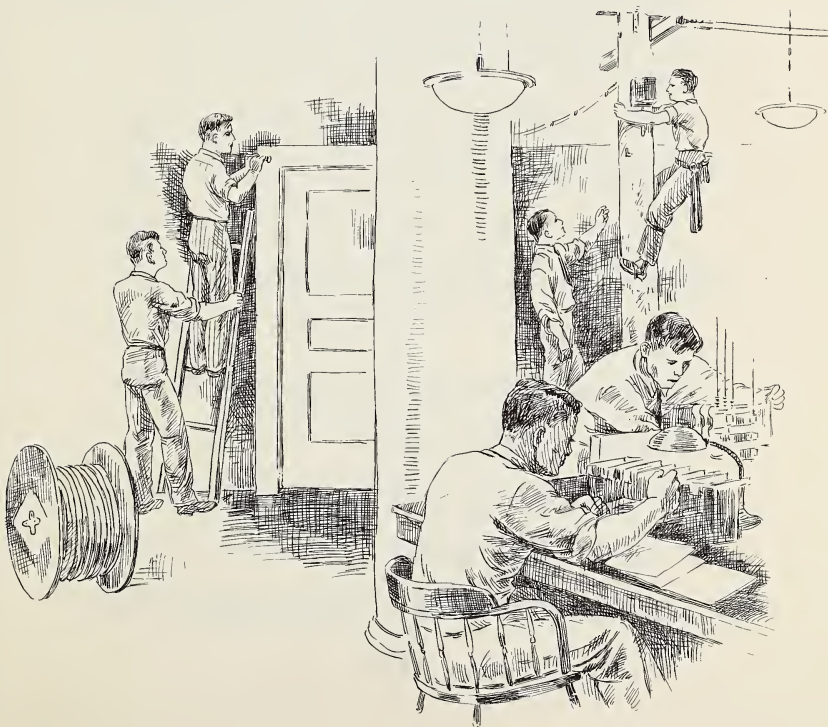
"But the kind of people who don't use it right can get hurt or hurt others with it."

Soon Mr. White stopped the car at a big building which was owned by the telephone company.

In the telephone building they met a man named Mr. Gray.

He took them into a big room where there was a telephone pole.

"This is a school where our workers can learn to climb telephone poles," Mr. Gray said.



"I didn't know men went to school to learn to climb poles," laughed Tom.

"Yes," Mr. Gray said. "And they learn many other things.

These men are learning how to fix the wires and put in telephones and take care of them.

Our workers have to learn how to use many kinds of machines, too.

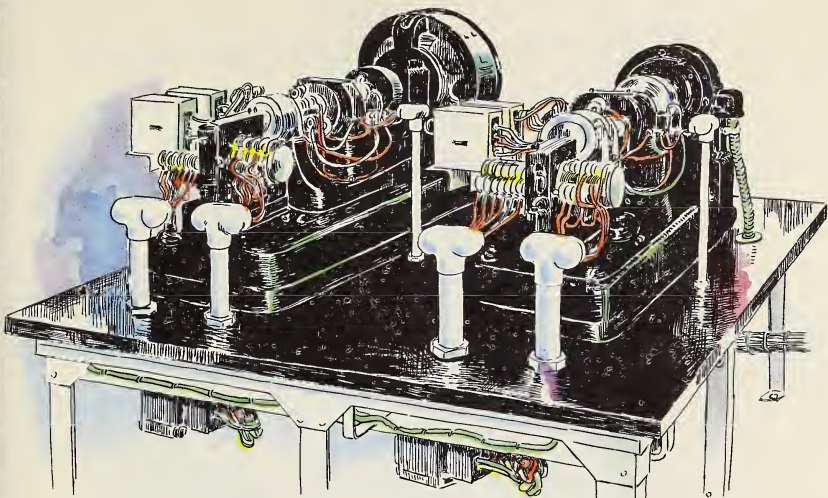
These machines are needed to make our telephones work.

Let's go to the next floor, where you will see some of the machines we use."

Upstairs Tom saw so much that his head began to go round.

"What is that?" he asked. "And that—and that—and that?"

How does it work? What does it do?"



The machine that Tom liked best was a ringing machine.

"It is a machine like this that makes a telephone ring," said Mr. Gray.

"Do men learn to make this machine at your school?" Tom asked.

"No," said Mr. Gray.

"There are many other schools where men learn to make machines."

"Father," Tom said on the way home, "when I am old enough, I want to learn how to make machines.

I want to make a kind of machine that no one has thought of.

But by that time people will know how to make everything."

"I should say not," said Father.

"No matter how good anything is, it can always be made better.

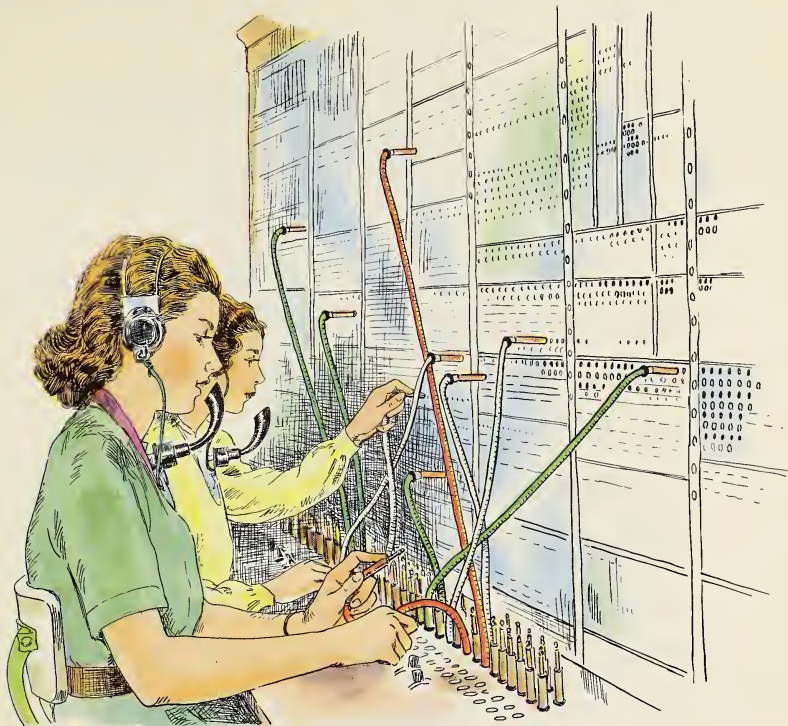
It takes time and money to learn to make machines, but if that is what you want to do, we will find a way."

"Oh, Father, I do," Tom said.

"Fine!" said Father, "but Tom"

"Yes, Father."

"Until then, don't forget what I said about climbing telephone poles."



Central

“Number, please,” says a girl when you make a telephone call.

Every telephone has a number.

When you tell Central what number you want, she can get it for you.

You do not have wires running from your telephone to every other telephone, do you?

No, you have just one wire and it runs into one building in your town or city. All the other telephone wires run into this building, too.

Telephone calls on all these wires come into this central place.

When you tell Central the number you want, she can switch your wire to the wire that runs to your friend's telephone.

Then you can talk to your friend just as if there were one long wire from your telephone to his.

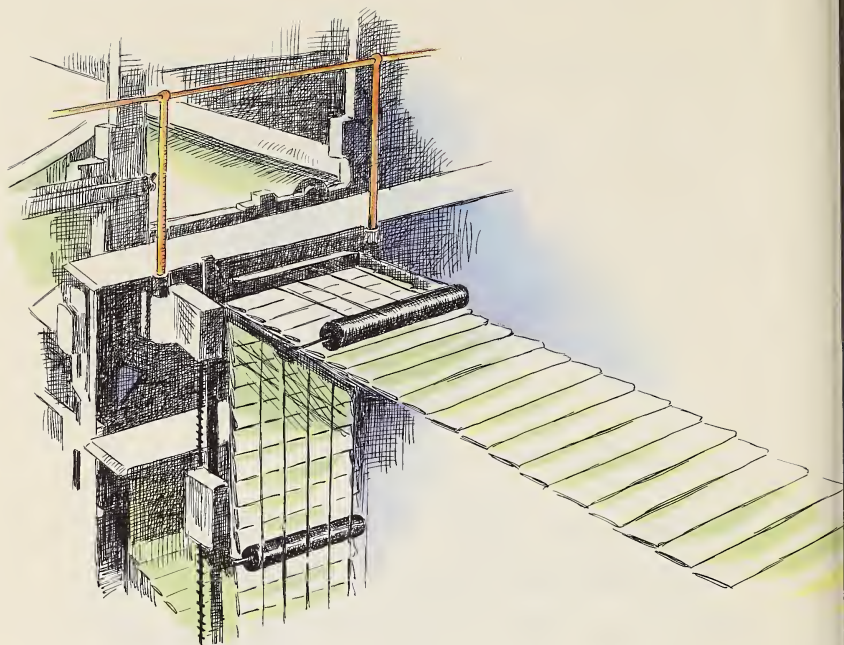
The picture on page 163 shows how Central can switch the wires so you can talk to someone on another wire.



There are many kinds of telephones.
Maybe your telephone looks like this.
Then you do not have to call Central
at all to get your number.

A machine will get your number
for you.

What is this kind of telephone called?
How do telephones help people?
Maybe someday you will be the one
to make a machine just as wonderful
as the telephone.



Your Newspaper

Every day men and machines put news on paper.

When we read a newspaper, we learn what is going on everywhere.

What is the name of the newspaper that your father buys?

How do you get the newspaper
at your house?

If a newsboy brings it, do you know
his name? What is it?

How many pennies do you have to pay
for each paper?

How many pennies does the newsboy
earn for bringing each paper?



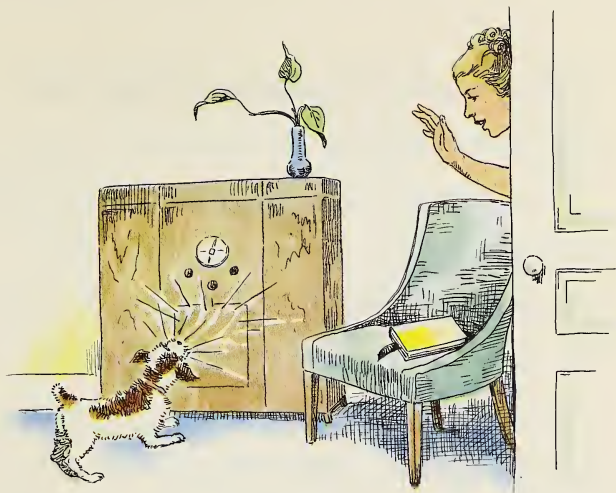


A Radio Station

This radio station is in a city that is far away from Newhill.

But Tom and Susan can hear the show over their radio. They can hear it just as well as they could if they were at the station.

What must they do to hear it?



A Letter to Ring

"Jip, stop that noise!" Mother called.
"Children! Turn off that radio!"

Tom and Susan came running.

"Mother," they called, "don't make us
turn off the radio, please! We want
to hear Ring, the Radio Dog."

"Very well," Mother said. "But you
will have to put Jip outdoors. He makes
too much noise."

Ring was the wonderful talking dog
in the radio show.

"How old are you, Ring?" asked a man
in the show.

Wow! Wow! went Ring.

He was two!

Bow-wow-wow! went Jip.

"Oh, Jip," laughed Tom. "You think
another dog is here, don't you? I'll have
to put you out so we can hear the radio."

Tom missed part of the show when he
put Jip out.

When Tom came back, another man
at the radio station was talking.

"Just send us a letter," the man said,
"and we will send you a picture of Ring."

A picture of Ring! That was what
Susan and Tom wanted.

“Will it take very long for a letter to get to Greenfield where Ring lives?” Tom asked his mother.

“Yes,” his mother said. “It will take three days and two nights for your letter to get there by train.”

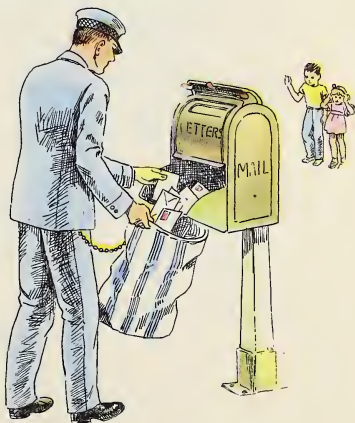
“Then,” said Tom, “I think that I’ll send it by plane. This summer we went faster by plane than we did on the train.”

“Yes,” said his mother, “and your letter will go faster by plane, too.”

That was why an air-mail stamp was on Tom’s letter when the mailman took it out of the box.

“Please don’t let it get lost,” Tom called.

“I certainly won’t,” said the mailman.





Off to Greenfield

All day letters were going in and out of the neighborhood post office.

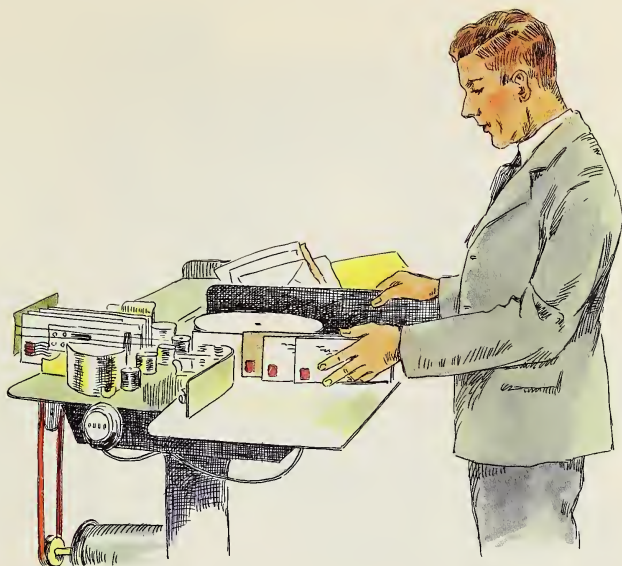
And that was where the mailman took Tom's letter.

Tom's letter had a stamp on it and it would not get lost.

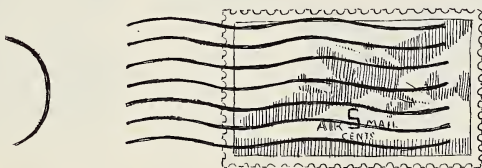
The city where it was going was very far away, but the letter would get there all right.

The men at the neighborhood post office would see to that.

They would take care of it and start it on its way.



In and out of a machine went the letter.
Then the stamp looked like this.



Anyone could see that it had been used
for sending one letter. It could never
be used for sending another.



A lot of letters came into the post office that day. Some were going to one place and some to another.

No matter where a letter was going, the mailmen knew what to do with it.

They could sort the mail very fast.

Sort, sort, sort. One letter here, another letter there.

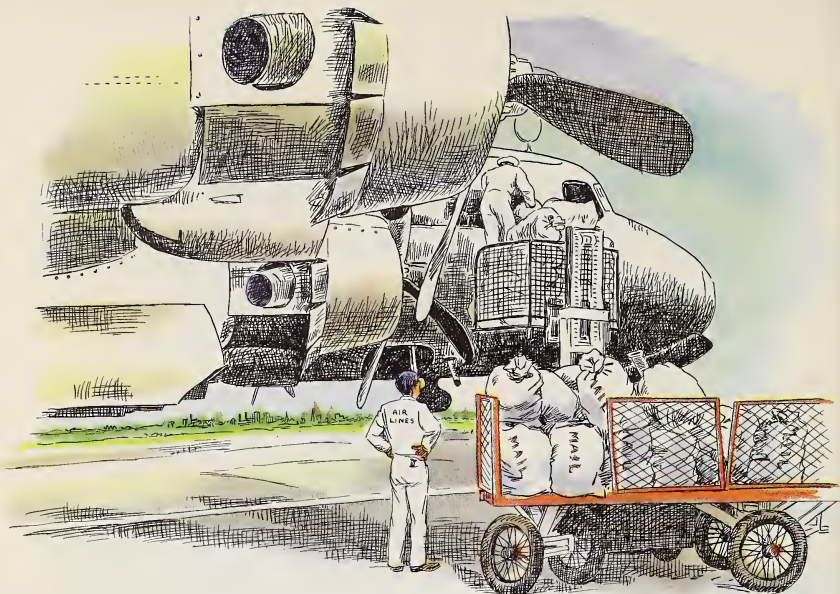
Tom's letter would go to the right city because he had put the name of the city where the mailman could see it.

When all the letters were sorted, some of them went into one bag and some went into another.

Tom's letter had an air-mail stamp on it, and so it went into a bag that was going by airplane.

A mailman put the bag into a truck with some other bags.

Away went the truck with Tom's letter to the air field.



At the air field a big mail plane was waiting and ready to go.

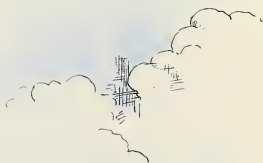
Up into the plane went the mail bags. Then up into the air and over the city went the plane.

It went right over Tom's house.

The men in the plane looked down and thought, "Maybe a letter we have here came from a house down there."

But they didn't really know.

Tom and Susan
saw the airplane
going very fast
over their house.



"I wonder if
our letter is in
that very plane,"
Susan said.

"It could be,"
said Tom.

But he didn't
really know.



That same day the plane came down at Greenfield, where the radio station was.

Away went the letter to the post office, and the next morning a mailman took it to the radio station.

It didn't stay there very long.

It was put into a bag with other letters that asked for a picture. Then a boy took the bag to the Better Dog-Food Company.

The Dog-Food Company had put Ring on the radio so that people would know about Better Dog-Food.

The man who owned the Company would send the picture to Tom.

He thought that if people liked Ring they would want to buy their dog food from the Better Dog-Food Company.

And a lot of people did.



There were letters from everywhere in that mailbag.

Tom's letter was in it, too.

A mail boy opened all the letters with a machine that worked very fast.

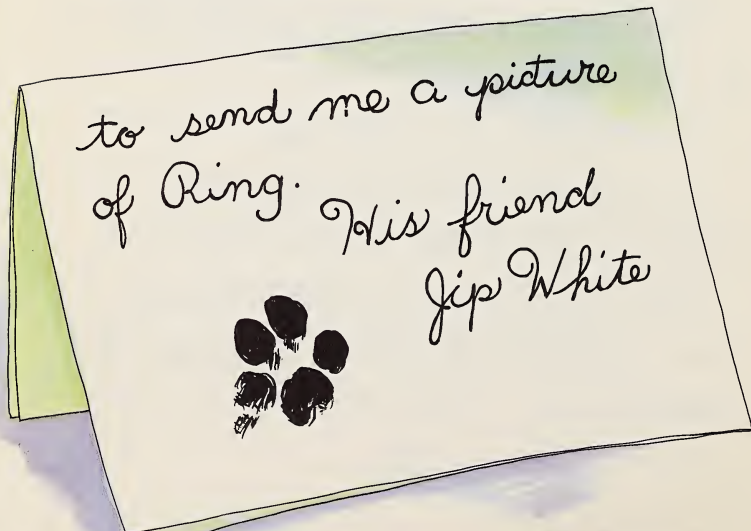
The letters asked for Ring's picture, and a picture was sent to everyone who asked for it.

"Look," said one of the mail girls when she saw Tom's letter. "I think Mr. Church would like to see this."

Mr. Church was the man who owned the Better Dog-Food Company.

"Well, well!" said Mr. Church when he saw the letter. "This is good, but it is a letter to Ring. So we must let Ring answer it."

This is the letter. Just see what Jip had put at the end of it!



to send me a picture
of Ring. His friend
Jip White



The Picture Comes

One, two, three, four days. That is a long time when you are waiting.

"Will my picture come by train or by airplane?" Tom asked his mother.

"By train," said Mother.

"It will take three days for a letter to come from Greenfield by train."

"It took a day for my letter to get to Greenfield by airplane," said Tom.

"So that makes four days in all."

"It may take a day or two more," said Mother. "You know it takes time for mail to go to and from post offices and the radio station."

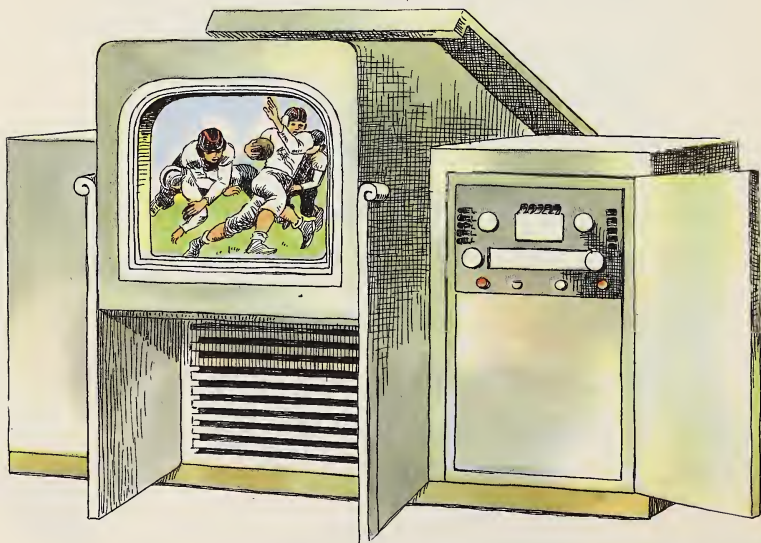
"Radio certainly is faster than trains or airplanes," said Tom.

"I wish they could send pictures over the radio," Susan said. "If they did, we could see things as soon as we could hear them."

"They do send pictures over the radio," said Mother.

"There is a new kind of radio that sends them."

The picture on this page shows you the kind of radio she was talking about.





The picture had been put on the train at Greenfield.

That very minute, men were working in one of the cars in the train.

It was the mail car, and the men who worked there were mail clerks.

The mail car looked just like a post office, and it was a kind of post office.

Too-oo-oo-oo! On went the train,
day and night.

And at every station more mail was
put on and off the train.

There was a lot of mail going from
Greenfield to Newhill, and it was all
in one bag with Newhill on it.

That mailbag would not be opened
on the train.

It would not be opened until it was
in the Newhill City Post Office.

But some bags had mail for more than
one town in them.

The mail clerks opened those bags,
took out the mail, and sorted it.

There was a box in the mail car for
each town.

Into the right box went each letter.

The clerks in the mail car worked fast.

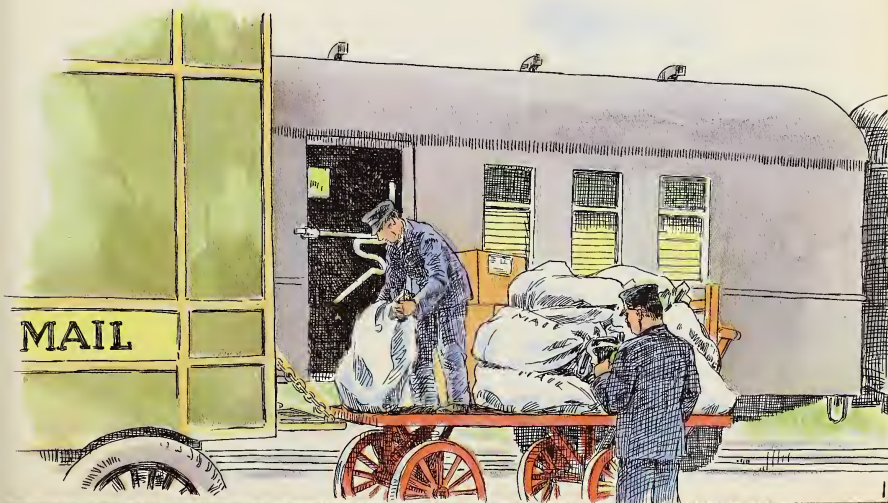
After the mail had been sorted, it was put into bags again.

The mail for each town was put into a bag which had the name of that town on it.

Then it was ready to be put off the train.

At every town, mail was put off the train, and more mail was put on.

The mail had to be put on very fast, for the train couldn't stop long.



Mail trains cannot get messages from one place to another as fast as radios or airplanes.

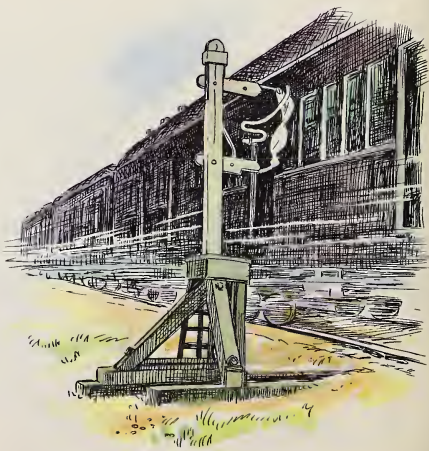
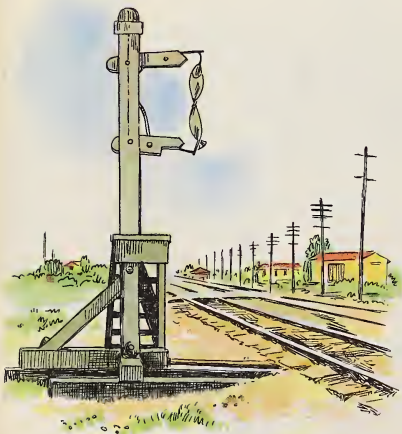
But no time is lost on trains if it can be helped.

At some of the little towns, the train didn't stop at all.

Not for one second!

But mail was put on the train, and mail was put off.

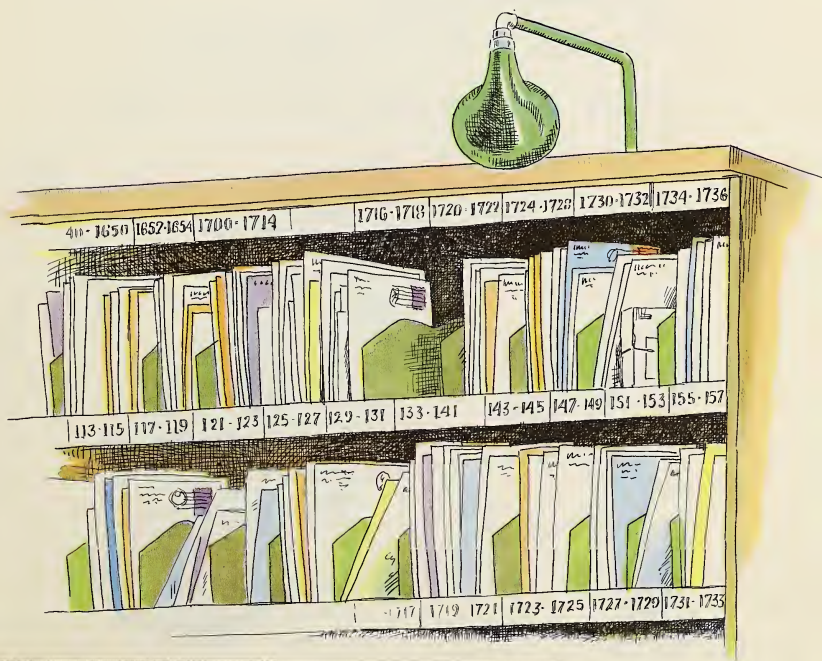
The train took the mail with a hook just as the picture shows you.



At last the picture of Ring came to Newhill and to the City Post Office.

When the mail was sorted, the picture was sent out to a small post office in Tom and Susan's neighborhood.

And there it was put with the mail for 724 Pringle Street—all ready for the mailman to take out the next day.



Tom was at the door waiting when the mailman came.

"Oh, Mr. Fields," Tom said. "I hope you have some mail for me today."

"Now, let's see," said the mailman, looking in his bag.

"Now, let's see. I must have a letter for you by this time.

Just wait a minute.

Yes, here it is," he said at last.

"Here is some mail that has come a long, long way."



"Susan, Mother, Peter, Jip!"
called Tom. "Come fast!

See Ring's picture!"

The mailman had to see, too.

Ring had signed his picture just
the way Jip had signed the letter.

Oh, not one of the other children
in Tom's neighborhood had ever had
a picture like that.





“Bow-wow-wow!” went Jip.

“Bow-wow-wow-wow-wow-wow!”

“Jip doesn’t like Ring’s picture, does he?” Susan said.

“No,” laughed Mother, “Jip doesn’t like to hear Ring on the radio, and he doesn’t like Ring’s picture.”

“Maybe Jip is afraid you are going to get another dog,” said the mailman.

“Maybe that is why he doesn’t like the radio dog.”

The Mailman Goes Home

The mailman was hot and tired.

He was very glad his work was over for that day.

"Going home!" he thought as he came to the street where he lived.

"I like that. I am hungry. I wonder what we are having for dinner Something good We always do."

And just then his three children, John and Jane and Jill Fields, saw him.



"Daddy," called John, "come and play ball with me. Come on, Daddy."

"Daddy!" said Jane. "May I go to the moving picture after dinner?"

It is all about a wonderful horse. My friends say it is the best picture they ever saw. Please, Daddy?"

"Me too, Daddy, me too," said Jill.

"No!" said their father. "No!"

"Please, children!" Mrs. Fields called. "Don't climb all over Daddy the minute he gets home. He is hot and tired."

"Tired!" said Father. "I should say I am tired. And hungry, too!"

Why did I ever think I wanted to be a mailman anyway? Walking, walking, walking, walking all day and every day!

What a way to make money!"



“Now,” Mrs. Fields said, “let me take your hat. You just need to sit down and eat dinner. Go and get ready, and we will eat out under the trees.”

As soon as their father went upstairs, John and Jane helped their mother take the food outdoors.

“I’ll help, too,” said little Jill.

“Oh, yes,” Mother said, “you may take the fruit.”



“It is fun to eat outdoors,” said Jane.
All the family were hungry. They ate
and ate and ate.

“I must tell you about something that I
saw today,” said Mr. Fields. And he told
about Jip and the radio dog’s picture.

The family laughed and laughed.

“Oh, my,” said John, “that is funny.
Jip is a funny dog.”

"You know," Mr. Fields said, "I take mail to a lot of people day after day.

Sometimes I know what they want, and when I bring them mail that makes them happy, I am happy, too."

Mrs. Fields laughed and said, "But you were not glad to be a mailman when you came home today. You didn't want to be a mailman then."

"I know," laughed Mr. Fields. "I guess I was just tired and hungry.

No kind of work is easy when you are as tired as I was."

"Daddy," Jane said, "please could I go to the moving pictures now?"

"Moving pictures?" said her father.
"Why, yes. It's not too late.

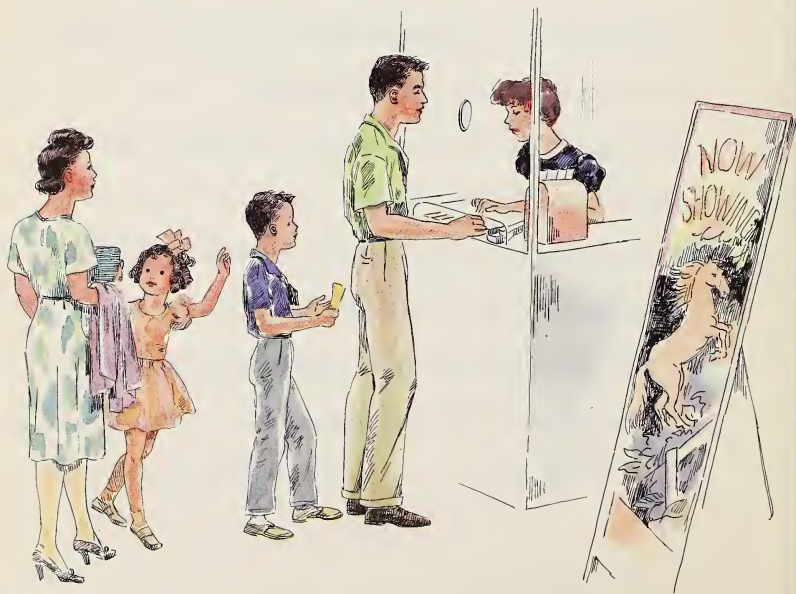
Let's all go."

The family got ready for the show.
All but Jill.

She was too little to be up so late,
and so her mother got Ruth Snow
to come and watch Jill.

The rest of the family wouldn't go
if no one was in the house with Jill.

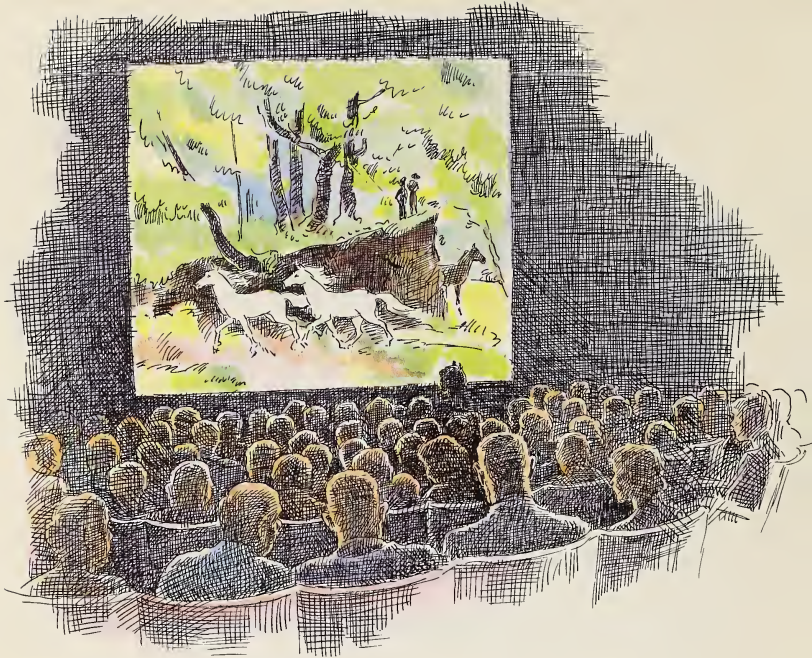
So Ruth Snow earned some money,
Jill had a good sleep in her bed, and
her family saw the show.



Fun for Everyone

WORKERS WHO HELP US

PLAY



Workers Who Help Us Play

People go to a picture show to have a good time. They have so much fun that they never think about the workers who helped to make the picture.

Susan and Tom White never thought about all those workers until they saw a moving picture being made.



Here are some of the workers who help make moving pictures. They work so that you can have fun.

Workers are needed to help take care of playgrounds and parks, too, and workers are there to help you have a good time.



Rich as the Pringles

The Pringles lived on Pringle Street.
It was a pretty street, and it was named
for Mr. Pringle's grandfather.

"Rich as the Pringles," Tom and Susan
always said when they wanted to say
"very rich."

No other house in the neighborhood was so fine or had so big a yard.

Sometimes little children would say,
“When I grow up big, I hope I will be as rich as the Pringles. Then I can buy everything I want.

All the toys in the store!

And a big red merry-go-round to put in my big yard!”

“Look there,” Susan said one day when the family was out walking.

“Look at the Pringles’ yard.

Oh, Father! It is so beautiful!

I wish we were rich.

I wish we had a yard like that with beautiful trees.”

“We have,” said Father.

“Everyone in this city has.”

"Our yard is pretty," Susan said.

"But it is not so pretty as this, and it is not very big."

"Joe and Nancy Summers don't have any yard at all," Tom said. "They live over a store."

"Maybe they don't have a yard and trees at home," said Father. "But they have them just the same."

Let's all get in the car, and I will show you their beautiful trees and their big yard."

It was not long before the family saw what Father was talking about.

"Look," said Father. "Have you seen a yard more beautiful than this?"

Joe and Nancy own all of it.

Everyone in this city owns it."



It was the city park.
Oh, how beautiful it was!

The Whites went on around the park until they came to the animals in the zoo.

"Everyone in the city owns these, too," Father said.



"Do Tom and I own all this park and all the animals in the zoo?" asked Susan.

"Then I guess we must be very rich, because the Pringles don't have a yard this big, and they don't have animals in their yard."

"Oh, yes, they do," laughed Mother.

"Everyone in the city owns this park and everything in it.

So the Pringles own all this, too."

Everywhere in the park people were having fun.

Some of them were playing games, and some were taking boat rides.

Some of them were eating under the trees, and some were just walking around.

Suddenly Susan said, "Look. There are Nancy and Joe Summers."



The Summers family were cooking over a small fireplace in the park.

Both Tom and Susan called "Hello" as they went past.

"Father," said Susan, "I am so glad to know that everyone owns this park.

It doesn't matter if some people don't have big yards at home. They have this big park. And they can use it whenever they please."

What Is a Tax?

"Father," said Susan as they left the park, "who pays for all the things in the park? Who pays the men who take care of the park and the zoo?"

"We do," said Father. "We pay taxes.

A tax is money we pay to run the city and all of our country. We pay a tax on our house and many other things.

We pay a tax on Jip, too."

"Yes, we pay a lot," Mother said.

"But after all, we can't run a country or a city without money."

"Yes," Father said, "I know that.

And in this country we do get a lot of good things back for the money we pay in taxes."

“What do we get for our taxes?”
Susan asked. “Do I have any of it?”

“Oh, Susan,” Tom said. “You have just seen two of the things we get for our taxes.

Taxes pay for this park and zoo.”

“And your schoolhouse,” Father said as they went by the school. “Taxes pay for schools and teachers.”

“And the neighborhood playground,” said Mother. “You children wouldn’t have so much fun if you didn’t have a playground.

And don’t forget the city library.

Let’s stop there now. I want to get a book.”

Father stopped the car, and they all went into the library.



“You see,” Father said in a whisper,
“there are many, many more books here
than rich people like the Pringles have
in their homes.

You don’t have to be rich to read
these books. You just have to take care
of them and bring them back on time,
so that others can read them, too.”

"Oh, I see," Tom said. "We would have to be very rich before we could own as many books as there are here.

But when all the people in the city own them and take turns reading them, everyone can have a big library."

"Yes, Tom," Father whispered, "but don't talk in a library.

If you must say something, whisper."

"I know," said Tom, "but I forget."

"There is a room here that has books just for children," whispered Susan.

"That's the room where Tom and I go whenever we come to this library to get our books."

"My, I didn't know that," said Father. "I always come to this room to get the books I read."

"Oh," said Tom in a whisper,
"I guess you don't know about all
the things your taxes buy."

"No," said Mr. White. "We fathers
are pretty busy making money to pay
our taxes.

That is why we don't always know
about all the fine things our taxes
are buying for us and our children."

Just then Mrs. White came back with
a book.

"I am so glad I brought my library card
with me today," she said.

"Now I won't have to make another trip
to get this book."

"Then let's hurry home," said Father.
"Do you know it's way past noon?
I'm hungry."

More about Taxes

A big city has places like the ones you see on these two pages.

Taxes pay for all of them.

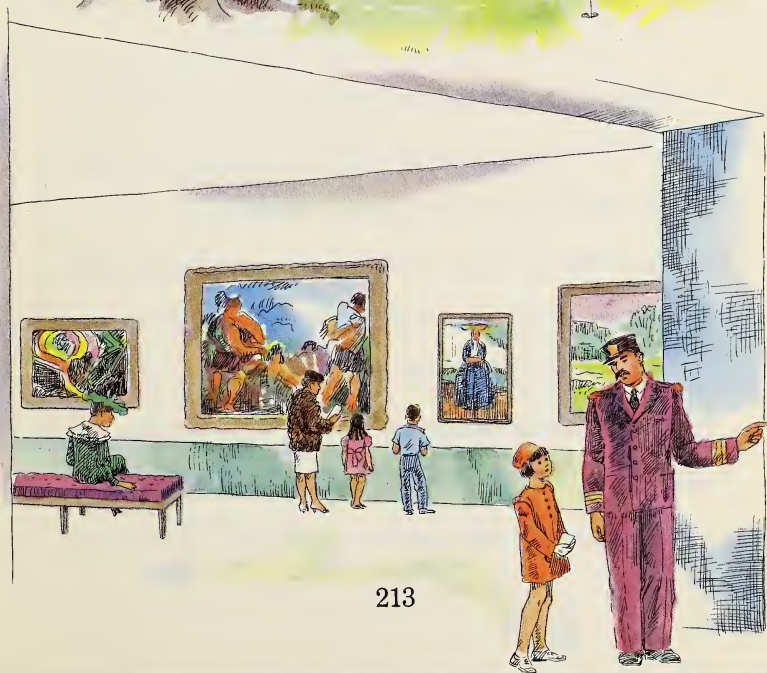
What are these places?

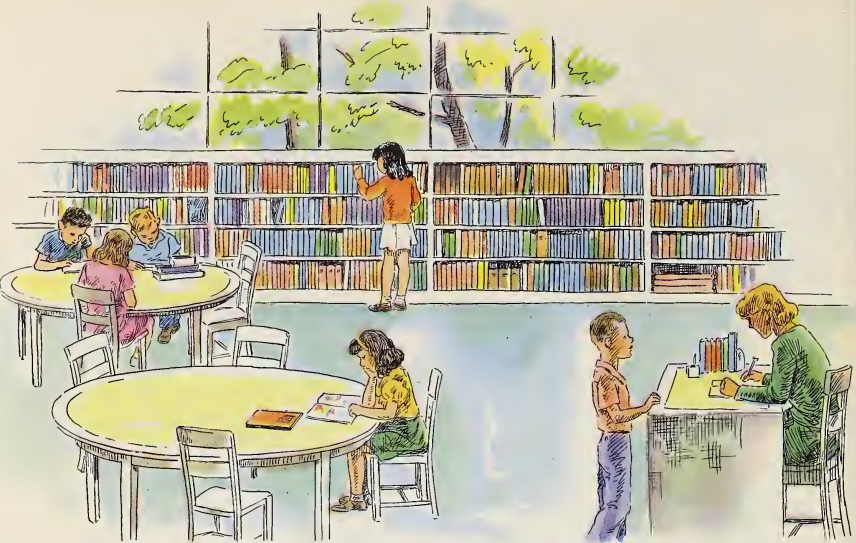
Which places are used just by big people?

Which ones are used by all the family?

Does your town or city have a place like any of these?







Fun at the Library

The city library was a long way from the Whites' house. But a small library was right in their neighborhood.

That was where Susan and Tom and all their friends went to get books.

The neighborhood library had a room just for the children. And Miss Green was there to help them find the books they wanted to read.



One day Susan was in the library when Nancy's grandmother came in.

She brought a picture book that had Nancy's library card in it.

"Please, Miss," she said to Miss Green. "Do you have another book that is something like this?"

It is a story of the country where I lived when I was a little girl.

There is a picture in it that looks like the town where I once lived."



Oh, it was a beautiful picture!

"Look!" said Nancy's grandmother.

"See the little town on the hill!

See that girl!

She is doing the same thing I did
when I lived there. And her clothes are
the same as the ones I used to wear."

Susan wanted to see the book, too.

She went over to look.

"Miss Green," she said, "is there really a country that looks like this? Can people go there on a train?"

"Not all the way," said Miss Green. "They would have to go part of the way on a boat or a plane.

But reading this book will make you think you are really going traveling."

Miss Green picked up another book.

"Here," she said, "this book tells about that same country."

"Thank you, Miss. I will take it," said Nancy's grandmother. "I want to show it to Nancy. She likes to see pictures of my old home.

I like to look at them, too."



All this time Susan was listening.

Listening and thinking!

"Didn't you ever want to go back and live in your country?" she asked.

"No," said Nancy's grandmother.

"That is not my country now.

This is my country where my home and my children are."

"Is this country more beautiful than your old country?" Susan asked.

"Not more beautiful," said the woman.

"But here we have more schools and more teachers and more of everything.

When I was a young girl, no school was near my home. I did not learn to read until I came to this country.

Here I learned to read in a fine school.

Here I have a library where I can get all the books I want to read.

And that is why I am so glad that this is my country now."

Then she took her book and went out.

"Oh, Miss Green," Susan said, "I am so glad we have a neighborhood library.

I like to come here, and I hope I can work here some day."

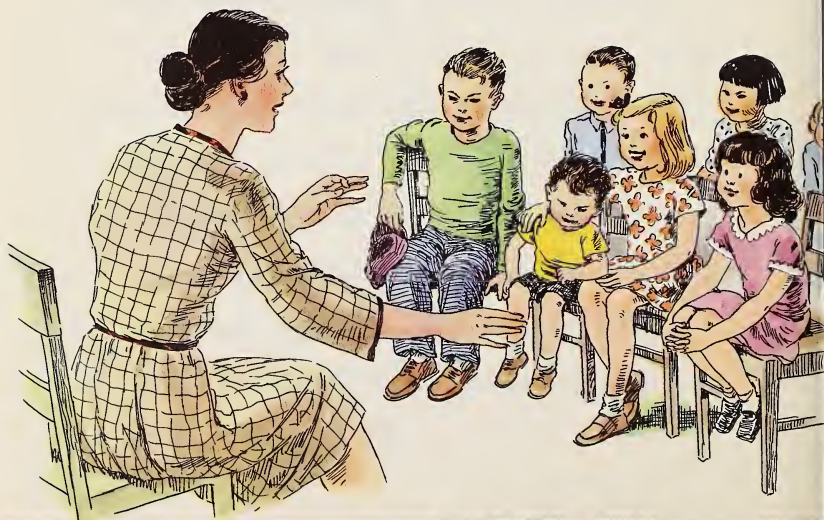
Just then Miss Young came in and said,
“It is storytelling time.”

So Susan and all the other children
in the room sat down together to hear
a story.

It was about a little boy who had
some wonderful hats.

Some of the children could read it
in a book if they wanted to, but they
liked to hear Miss Young tell the story.

Storytelling time was fun.



Books for Everyone

Anyone who wants to read library books
has to have a library card.

A card was easy to get at the library in Tom and Susan's neighborhood.

You just had to tell Miss Green your name and where you lived, and then have your mother or father sign a paper.

The cards for
big people were
yellow.

Children's cards
were like this one.

Does your library
at home have
cards like this?

[illegible]

Anyone who had a library card could take books out of the library. But you had to get them back on time or pay some money.

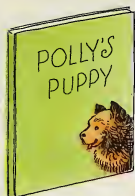
When you went to get a book, Miss Green would stamp the day on your card.

When you brought the book back, Miss Green would stamp that day on your card.

You could have a book for ten days without paying any money. But you had to pay two pennies for every day the book was late.

75 624
 Susan White
 724 Pringle St.
 Newhill Ind.
 is entitled to draw books from
The Newhill Public Library
 until Jan. 1 - 1950
DO NOT LOSE THIS CARD
 Borrowers must return books within the specified date and
 pay for any damage or loss. This card is not valid for
 borrowing books if the borrower is not a resident of the
 Newhill Public Library. Fines: One cent per day for each
 day after the due date.

JUVENILE CARD			
DATE ISSUED	DATE RETURNED	DATE ISSUED	DATE RETURNED
JUN 7	JUN 12		
JUN 12	JUN 26		
JUN 26	JUL 9		
JUL 9	JUL 10		
JUL 10	JUL 22		
JUL 22	AUG 1		
AUG 1	AUG 8		



Many of the children who got books from the library took very good care of them.

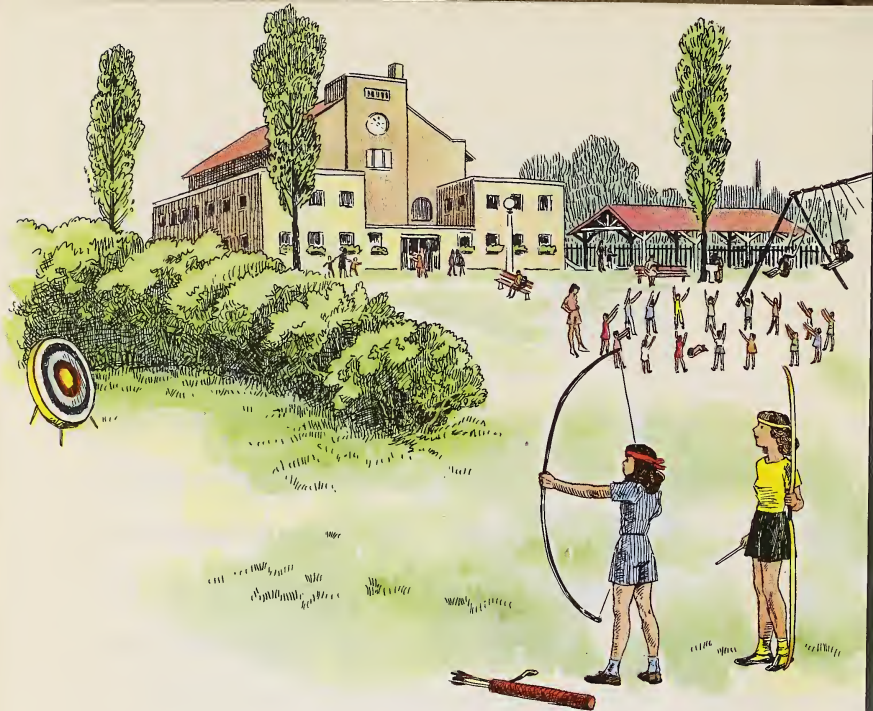
Then the books looked as good as new when they came back.

But sometimes a new book came back looking very old.

No one wanted to read it after that.

If you were the boy or girl who had brought back a book like that, you would have to pay for the book, or you could not take any more books out.

Do you take good care of books?



Fun at the Playground

In vacation time Susan and Tom went to the neighborhood playground.

All summer long there were children on the playground having fun.

When it rained, they could play or paint or make things in the field house.

Miss Ball and Mr. Post were always in the field house ready and waiting to help the children paint or play games.

That was the way they earned money.

Day and night, that field house was a busy place.

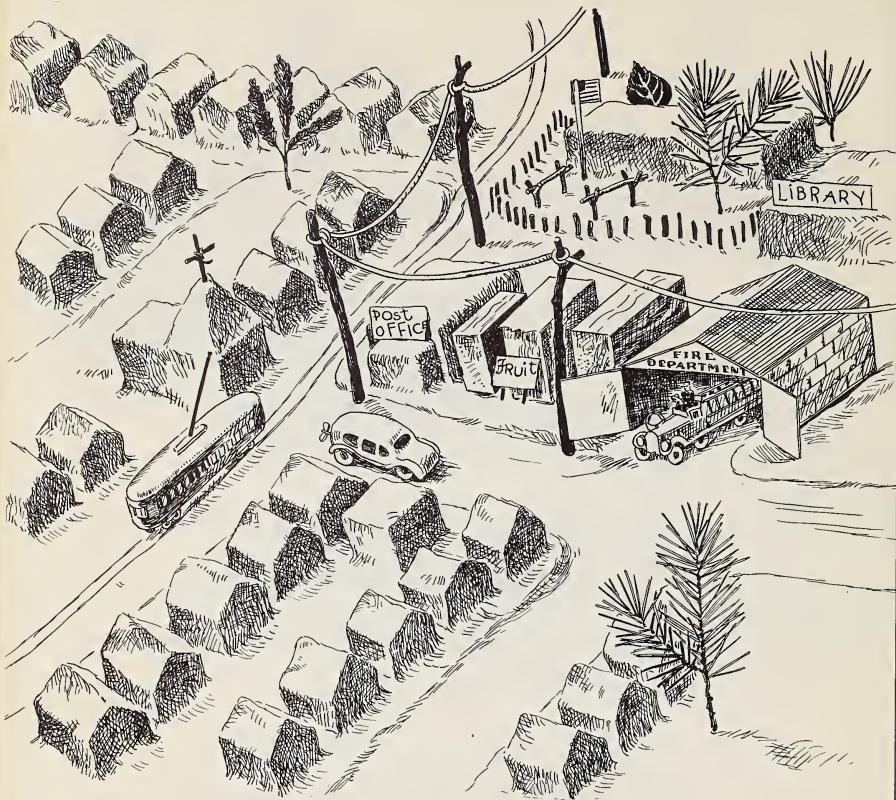
All the children of the neighborhood met there in the daytime to have fun. Then at night the mothers and fathers met there to have good times.

They sang or played games or they just talked about neighborhood matters.

Miss Brown was the worker who helped the big people have a good time.

Is there a field house or a playground in your neighborhood?

Is it just for children or do mothers and fathers use it, too?



Making a Neighborhood

One afternoon Tom and Jack and John and Jim showed Miss Ball something they had been making of clay.

"Why," she said, "it's a little toy town. I didn't know you were making it."



"It's not a town," Jim said.

"It's part of our city.

It is our neighborhood."

"But it looks just like a little town," said Nancy. "There is just one school and two churches and a few stores."

"My home is in this neighborhood," Sally said. "I don't see my church or my house or my street."

"It would take too long to make all the houses and churches and streets," Tom said. "So we just stopped."

"Yes," Miss Ball said. "It's not easy to make a big neighborhood like ours. It takes lots of time."

"And lots of clay," laughed John.

"We used all the clay we could find."

"Just think," said Joe, "what a lot of clay it would take to make a city!"

"Yes," laughed Miss Ball, "there are many neighborhoods, and each one has churches and stores and houses.

All the neighborhoods together make a city."

“Was Newhill always a big city?” asked John. “Or did it start with just one neighborhood? Maybe Newhill started with this very neighborhood. Did it?”

“No,” answered Miss Ball.

“The city started downtown where all the big buildings are.

At first it was just a very little town without a railroad. There were farms all around the town.

But at last the railroad was built, and the town began to grow fast.

More people came and built more houses, and a post office and a railroad station.

The town went on growing and growing. More and more buildings were needed, and more were built.”

"Where did the town get room to grow?" asked Tom. "You said there were farms all around the town when it started."

"People began to buy the farms and use the ground for homes and other buildings," Miss Ball answered.

"The ground where this neighborhood is was once the Pringles' farm.

Their old farmhouse was on the spot where the big Pringle house is now."

"Well," said Tom, "we should have put the Pringle house in our toy neighborhood. I have always said it's the last house on our street, but it was really the first.

The Pringle house certainly should be in our toy neighborhood."

"Yes, it certainly should," said Jim as he ran to look for more clay.

Not Too Soon

WORKERS WHO

ARE LEARNING



Workers Who Are Learning

One day on the playground everyone sat resting and talking together.

"Ten more days," Mr. Post said.

"Ten more days, and then all of us will be going back to school."

"Oh, Mr. Post," said John, "I thought you and Miss Ball were through school."

"We are through high school, John," said Mr. Post. "But now I'm going to school to learn to be a doctor, and Miss Ball is going away to school, too."

"Yes," said Miss Ball. "I want to be a teacher, and someday I'll be one."

Then I hope I will work right here in Newhill."

"I am going to be a teacher, too," said a high-school girl.

"And I want to be an animal doctor," said a boy.

"A nurse is what I am going to be," said Nancy Summers. "Would you like to be a nurse, Susan?"

"I don't know," said Susan, "but I know what Tom wants to be.

He wants to be a fireman."

"Oh," laughed Tom, "I just thought I wanted to be a fireman.

Now I know what I really want to do when I am big enough. I want to learn how to work with electricity.

Someday soon I'll know how to make radios and telephones and all kinds of machines that run with electricity.

But not too soon!

I'll have to go to school a long time."

"Well," said Joe, "I have always said I wanted to be a fireman. And that is what I am going to be when I grow up.

Some of us boys who think we want to be firemen have to be firemen, or there would be no one to put out fires.

We do need firemen, don't we, Mr. Post?"

"Yes, we certainly do," said Mr. Post.

"Just think of it!" said Miss Ball.

"Someday soon you boys and girls will be doing the work of this neighborhood and city or of some other part of our country.

But not too soon. Not before you have learned a lot more than you know now.

All workers need to learn all they can if they want to do their work well.

Here on the playground you learn things that will help you be good workers when you get through school.

You learn at school and at home, too."

"Well, then, Miss Ball," Susan said, "I guess we are workers right now. Our work is to learn."

"It certainly is," said Miss Ball.

"And work is waiting for all of us."

One afternoon when the children met at the playground, Tom said, "Oh, dear! Five more days until school! Just five more days of vacation! That is all!"

Five more days! And the next day it would be four, then three, then two, then one.

Suddenly all the children knew that they really were glad.

Vacation time is fun, but school is fun, too—when summer is past.

"I am big," called little Peter.

"I can go to school now, can't I, Tom?"

"Not just now," Tom said, "but you will be big enough someday.

Someday soon you will be starting to school, too."

Back to School

The five days went fast.

The first day of school came, and there on the school grounds were the children.

Tom and Susan and their friends were ready and waiting. Yes, there they were—ready and waiting for the school doors to open.

Toot! Toot, toot, toot!

Down the street came a bus.

"Look!" called Jim.

"Here comes the school bus bringing the country children.

David will be on that bus."

The big bus slowed down.

Then it came to a stop and the door was opened.



Out jumped the children who lived on farms, and David was first of all.

"Hello, David," called Ellen and Jack.

"Hello, David," called Tom.

"How is the farm?"

I thought maybe you wouldn't be back to school.

I thought maybe you were too busy running the farm to come to school!"

David laughed and said, "Oh, no, Tom. Going to school is my work now.

Someday I'll go to high school, and when I am through high school, I'll go to another school and learn how to run a farm."

"Why, David," said Tom, "can't you learn all about farming at home?"

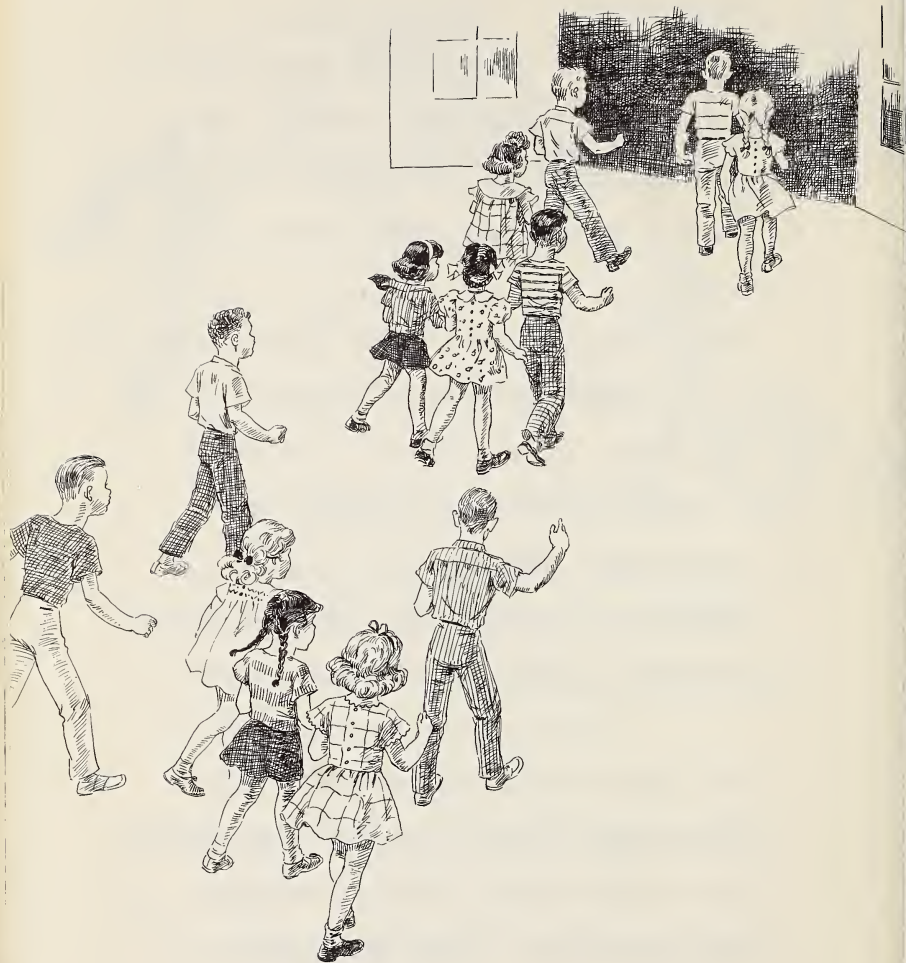
"No, Tom," said David. "My father says there is always something new to learn about farming."

"Maybe so," said Tom. "Maybe that is the way it is with all kinds of work."

Just then a bell began to ring.

"Hoo-ee-ee! Time for school," said John.

And all the other children called,
"Time for school! Time for school
to start."



At that very minute the big doors were opened, and into the schoolhouse went the children.

Into Miss Park's room went Tom and David and Joe.

Into Miss Page's room went Susan and Nancy and Jane.

Into their rooms they all went to meet their teachers.

Back in school and ready for work!

Someday they would all grow up.

Some of them would be firemen, and some would be engineers.

Some would be doctors and nurses and teachers and clerks.

But no matter what kind of work they would learn to do, they all would be needed.

To the Teacher

Someday Soon is the fourth social-development book in the *Social Studies Program* of the Curriculum Foundation Series. The understandings and behavior traits emphasized in each unit are listed on pages 246-255.

All the words in *Someday Soon* except the 218 listed below are used in the preceding books of this program, *Tom and Susan*, *Peter's Family* and *Hello, David*. For children who have completed *The New Basic Reading Program* of the Curriculum Foundation Series through *Friends and Neighbors* (2¹), only the 125 words printed in boldface type in the list below will be new.

Vocabulary List

UNIT I

	protect	telephone	real
5 more	14 right	radio	sir
6 summer	fire	24 ready	37 care
vacation	station	counts	38 Sam
7 —	15 gave	clothes	wear
8 would	16 fix	25 stairs	hat
kinds	17 men	slow	39 cook
9 than	paper	second	joke
sooner	18 wait	26 still	40 until
move	19 having	27 —	own
10 about	rest	28 matter	41 —
worker	should	knew	42 earn
their	20 engine	29 noise	grow
11 if	minute	much	43 box
fireman	watch	30 send	pulls
need	21 truck	signal	before
12 shoe	hooks	31 few	44 use
does	ladders	32 got	near
	22 lots	33 —	wires
	people	34 —	45 catch
	stayed	35 same	showing

UNIT II

13 firemen	23 central	36 Joe	46 burning
-------------------	-------------------	--------	------------

47 these	67 —	89 train	120 been
place	68 —	really	121 —
start	69 ten	engineer	122 wonder
48 best	loaves	90 tracks	123 hotel
49 police	70 oven	91 switch	124 —
50 Johnny	never	92 told	125 —
by	moving	93 —	126 —
51 left	71 —	94 —	127 water
52 Pat	72 answered	95 —	seen
high	73 end	96 —	fishing
53 —	74 hot	97 —	128 pole
54 —	certainly	98 —	129 building
	getting	99 —	130 planes
UNIT III	75 around	100 —	sent
	those	101 —	131 airplane
55 produce	76 goes	102 late	132 air
56 bread	77 won't	ever	133 —
flour	78 bring	103 —	134 mail
wheat	79 because	104 Pringle	135 —
57 bake	80 —	off	136 —
bakery	81 —	105 tickets	137 —
both	82 cherries	106 listening	138 seat
58 bigger	pick	I'll	139 —
better	pay	107 —	140 hungry
59 climb	83 fruit	108 —	141 —
floor	company	109 baggage	142 office
60 dough	sell	110 —	143 playgrounds
61 —	84 —	111 porter	144 taxi
62 bakers	85 —	112 —	145 —
mix	86 each	113 sit	146 taking
63 done		114 —	
easy	UNIT IV	115 —	UNIT V
64 slowly		116 —	
65 flap	87 travel	117 —	147 messages
66 suddenly	88 part	118 —	148 far
long	conductor	119 —	149 —

150 dare	175 sort	199 —	221 —
151 —	bag	200 rich	222 —
152 afraid	176 —	201 beautiful	223 —
153 —	177 —	202 —	224 —
154 hurt	178 —	203 —	225 —
155 enough	179 —	204 zoo	226 clay
forget	180 church	205 games	227 churches
156 electricity	181 —	206 past	228 —
157 sign	182 —	207 tax	229 railroad
wonderful	183 clerks	taxes	built
158 learning	184 —	208 teachers	230 ground
159 —	185 —	library	
160 —	186 —	209 whisper	UNIT VII
161 —	187 small	210 —	231 —
162 —	188 hope	211 brought	232 through
163 number	189 —	card	233 doctor
164 page	190 —	noon	nurse
165 —	191 tired	212 —	234 —
166 —	John	213 —	235 —
167 —	192 Daddy	214 —	236 —
168 —	193 —	215 —	237 toot
169 —	194 —	216 —	238 —
170 —	195 —	217 —	239 —
171 stamp	196 —	218 —	240 —
172 post	UNIT VI	219 young	241 —
173 —	197 —	220 together	
174 —	198 —		

CONTRIBUTIONS TO UNDERSTANDINGS AND BEHAVIOR TRAITS

In guiding the social development of children we are concerned with two aspects of growth. On the one hand we must consider desirable patterns of acting and reacting in democratic group living. On the other hand we must give attention to the understandings out of which desirable attitudes and behavior traits grow.

*Someday Soon*¹ and its accompanying guidebook present learning experiences designed to develop in children a realistic awareness of various types of work and workers in a city community. This program encourages children to consider ways in which they can contribute to work at home and in the community, now and in the future. It promotes appreciation of the interrelationship of individuals in family, neighborhood, school and community groups, and guides children in carrying their share of responsibility in such groups.

The stories provide a springboard for discussion, dramatic play, and other learning activities that contribute to significant understandings and behavior traits. Children find it easy to identify themselves with Tom and Susan and the other children in the book who explore parts of the community as naturally interesting to young children as fire stations, airports, round-houses and zoos.

The first unit centers attention on Tom's awakening interest in the kind of work he may do someday. This unit serves as a transition between *Hello, David*, the preceding book in the series, and the units in *Someday Soon* which follow. Subsequent units present in turn workers who protect life and property, workers who produce food, and workers in transportation, communication, and recreation. The concluding unit develops the understanding that children can prepare in school for future work in their own or other communities.

¹ Other books in this program are *Tom and Susan* (Primer), *Peter's Family*, *Hello, David*, *New Centerville*, and *Cross-Country*, published by Scott, Foresman and Company.

BASIC UNDERSTANDINGS AND

UNIT ONE—No More School (pp. 5-12)

An introductory unit linking *Hello, David*, the preceding book, which is a study of a school neighborhood, to this book, *Someday Soon*, which is a study of city community workers and the services for public welfare which communities offer.

Everybody in a city benefits from many different kinds of work performed by many different people.

Adults earn a living by doing various kinds of work. As each child grows up, he will become a worker in his own community or some other community.

Summer vacation is a time for fun, but it can also be a time for learning things about different kinds of work.

UNIT TWO—Firemen Are Needed (pp. 13-54)

The protection of a community demands a certain sacrifice of comforts and normal living conditions from the men engaged in that work, although there is often some form of compensation for this sacrifice.

Certain workers in any community are needed to protect life and property.

Other workers protect people's health.

Work benefits each worker as well as the whole community. Work gives people a chance to use their abilities and to make a living.

RELATED BEHAVIOR TRAITS

No More School (pp. 5-12)—UNIT ONE

Appreciating the many different kinds of work from which we all benefit.

Comparing the kinds of work which people do, with the idea of eventually deciding what one's own work will be.

Exploring one's own and other communities in order to observe different types of work first-hand.

Firemen Are Needed (pp. 13-54)—UNIT TWO

Coöperating with and showing a friendly attitude toward firemen and policemen.

Coöperating with school and city health programs, as well as with private physicians, nurses, dentists.

Showing an increased interest in the work different people do.

BASIC UNDERSTANDINGS AND

Ways of protecting people and property from fire may differ in different communities.

It is not always possible to put out a fire. As a result every year many lives are lost and much property destroyed.

Firemen must be prepared to rush to a fire at a moment's notice.

A high degree of coöperation is necessary among firemen if they are to be successful in getting to a fire quickly and in putting it out.

Not all the work at a fire station is exciting. Many unexciting tasks must be done to keep the station in order and the equipment in best possible condition.

The men in a fire station must learn to get along well during the long hours of waiting when nothing happens.

There are likely to be advantages and disadvantages on any job.

Some schools have safety patrol leaders who help other children cross streets near the school safely.

UNIT THREE—Food for Everyone (pp. 55-86)

The production of enough food for a closely settled city neighborhood demands complex machinery and skilled workers to run that machinery.

It takes many workers and much careful work to produce the various things for sale in a grocery store.

RELATED BEHAVIOR TRAITS

Finding out exactly what to do in case of fire in one's home, at school or in the community.

Being careful not to start a fire by playing with matches, by using worn electric cords, by leaving oily rags in unaired closets, and so on.

Sensing the value of alertness and speed in an emergency; putting these traits into action when necessary.

Coöperating in an emergency.

Being willing to do unexciting tasks at home and at school and in one's future occupation.

Getting along well together while waiting for something to happen.

Noting the advantages and disadvantages in various jobs, as preparation for future work.

Coöperating with school safety patrol leaders.

Food for Everyone (pp. 55-86)—UNIT THREE

Avoiding waste of food, which represents so much careful work by so many people.

BASIC UNDERSTANDINGS AND

Baked goods may be made at home, or may be bought in grocery stores or bakery shops.

The making of a loaf of bread in a big bakery requires careful measuring and timing.

In any business like a bakery some people are needed to direct the work of others.

It takes a surprising amount of time, money, skill, and effort to produce such things as a loaf of bread or a pound of butter.

UNIT FOUR—Going Places (pp. 87-146)

The constant movement of people and goods from one place to another in this big country demands many kinds of transportation, each with its own type of skilled worker.

People use various kinds of transportation.

It is very important for trains to get places on time.

While the passengers on a train are eating or sleeping or enjoying the view from the observation car, various railroad workers are busy operating the train.

One reason people travel is to see things they can't see at home.

There is no place like home.

RELATED BEHAVIOR TRAITS

Helping parents with the foods made at home, or with marketing.

Preparing food carefully; practicing carefulness in other household tasks.

Doing one's part at home and at school. Learning at times to lead; at other times to follow.

Developing patience and perseverance in learning to do even quite simple things.

Going Places (pp. 87-146)—UNIT FOUR

Practicing safe and courteous behavior on different forms of transportation.

Being on time for school and meals.

Working at times so that others can rest or have fun.

Exploring new things, such as unfamiliar places.

Appreciating one's home.

BASIC UNDERSTANDINGS AND

UNIT FIVE—From One to Another (pp. 147-196)

The field of communication employs complicated machinery and processes which demand workers with skill, inventiveness, and integrity.

Telephone repairmen have special training and special equipment for climbing telephone poles. It is dangerous for other people to climb the poles.

Electricity is a wonderful thing, but if it is not used right, it can be extremely dangerous.

Telephones are a marvelous invention; they can save much time and carry important messages quickly.

No matter how good anything is, it can usually be improved on.

Radio broadcasts need to be timed exactly.

Both radio and television sets can be put to good or bad use.

Workers usually have families to whom they return at the end of each day's work.

UNIT SIX—Fun for Everyone (pp. 197-230)

The coöperative effort of a community planning and participating in recreation has an important place in our society, because community coöperation makes possible for each member opportunities and facilities that no individual by himself could otherwise enjoy.

Park workers are paid to cut the grass, pick up trash, plant flowers, and to do other things to make the park attractive.

RELATED BEHAVIOR TRAITS

From One to Another (pp. 147-196)—UNIT FIVE

Avoiding dangers even when dared to take a risk; taking a stand against foolish suggestions.

Handling electric wires or connections with care.

Showing consideration for the other people using telephones.

Thinking of ways of improving everyday actions.

Timing things exactly when this is helpful.

Using radio or television sets in a way that does not annoy others.

Helping tired mothers and fathers at the end of the day.

Fun for Everyone (pp. 197-230)—UNIT SIX

Helping park workers by putting trash in trash baskets and by not picking the flowers.

BASIC UNDERSTANDINGS AND

People who destroy public property are only destroying what they or their parents have paid for through taxes.

Library books are useful in various ways. Librarians help people find the answers to many questions.

UNIT SEVEN—Not Too Soon (pp. 231-241)

Schooling is necessary equipment for future workers of the community, city, and of the whole country.

For children school is preparation for future work.

RELATED BEHAVIOR TRAITS

Taking good care of library books.

Reading for pleasure and information.

Not Too Soon (pp. 231-241)—UNIT SEVEN

Doing schoolwork well with one's future life-work in mind.

Acknowledgments

For the valuable contribution of information and authentic illustrations for this book, grateful acknowledgment is made to the following: Baker Perkins, Inc.; California Walnut Growers Assn., Inc.; Chicago Fire Department; Continental Baking Co.; Greyhound Bus Lines; Illinois Bell Telephone Co.; Indianapolis Fire Department, Engine Co. No. 55, Hook and Ladder Co. No. 44; Indianapolis Railways; Indianapolis Union Railway Co.; Monon Route—Chicago, Indianapolis and Louisville Railway Co.; Pearl Sims, Principal, Louisa May Alcott Grammar School, Chicago; Pennsylvania Railroad Co.; Read Machinery Co., Inc.; Stokely Foods, Inc.; The Pullman Co.; T.W.A. Airlines, Inc.; United Air Lines, Inc.

Date Due

MAY 3 1 1962

~~1941-1942~~

PE 1121 H24 BK-C TCH-ED-
HANNA PAUL ROBERT 1902-
CURRICULUM FOUNDATION SERIES

CATION LIBRARY

39569707 CURR HIST



000011198413

PE 1121 H24 Bk.C tch.ed.
Hanna, Paul Robert, 1902-
Curriculum foundation series:

39569707 CURR HIST

EDUCATION LIBRARY

